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Office Hours: Tuesdays 4:30-5:30 p.m., or by appointment  

REQUIRED BOOKS:  


Note: Books are available at the DePaul Loop Bookstore and at on-line and local booksellers.  

COURSE DESCRIPTION:  

This course explores the nature and role of creativity in organizations. Most organizations today face increasing competitive pressure in areas such as new product development, quality, and customer service, and are re-examining the ways in which they
function and solve problems. Traditional approaches to managing organizations are becoming less effective as firms realize they must find creative ways of responding to the marketplace. What many have characterized as the "idea age" is the central focus of this course. Theories and modes of creative thinking, and the link between creativity and innovation are presented. The course format is largely experiential, with emphasis on group and individual exercises, techniques, simulations and cases, through which students will investigate the creative process in a variety of organizational settings. The role of managers and team members in nurturing and sustaining a creative enterprise is discussed. The course is designed to open students to the creativity within themselves and their organizations, and to the tools with which creativity can be managed to promote innovation and enhance organizational effectiveness as well as individual member satisfaction.

COURSE OBJECTIVES:

• To become familiar, through self-assessment and assessment by others, with your own creative abilities, how you apply your unique creative style to problems, and to strengthen these abilities throughout the course.

• To understand the idea generation process, and view problems from different perspectives to generate unexpected solutions.

• To diagnose and solve organizational problems using non-traditional approaches, with an opportunity to focus on a specific problem or issue to be resolved in your current organization.

• To apply team collaborating concepts and principles. Students will work in teams on many tools, exercises, and cases using methods that maximize creativity within teams.

• To explore the leader’s role in creating an organizational environment that fosters leading edge thinking, and to learn how to reduce some of the barriers to creativity and innovation in the workplace.

COURSE REQUIREMENTS:

Project 1: Identify and discuss an on-going or recent problem that you are facing or issue you would like to explore in your job, organization, or your life outside work. This paper will serve as a foundation to which you will later (in Project 3) apply creative problem-solving techniques to explore and potentially resolve. Due Date: September 25, 2001

Paper/Project 2: Climate for Creativity Audit: Assess the barriers and opportunities for creativity and innovation that exist within your own organization, or another with which you are familiar. Due Date: October 16, 2001
**Project 3:** Drawing on the issues discussed in your Project 1, attempt to bring some of the creativity methods and techniques learned in class to bear on the problem you proposed in the earlier paper. How could this problem be solved? Consider solutions that may be unconventional or not previously tried. How could the solution(s) be implemented?

**Due Date:** November 13, 2001

**Team Creative Take-Away** During the final class session(s), each team of students will be responsible for presenting and teaching to the class an interesting creative tool, concept, article, etc.

**EVALUATION OF PAPERS/PROJECTS:**

The papers/projects will be evaluated using the following criteria:

1. The ability to communicate your ideas in a logically-written, coherent style.

2. The use of examples to illustrate key issues, and the exploration of ideas in a thoughtful, in-depth manner:

**For Paper 1:** What has led you to perceive the issue or problem as important, as needing to be solved? Who are the key players? What is the impact of the problem on your work life, relationships with others, effectiveness of the organization (or reaching your goals)? Since the focus of this paper is on problem identification, provide ample examples, stories, or other evidence that supports your view of the situation. Suggested length: 5 pages. This paper is worth 20% towards your final course grade.

**For Paper 2:** What supports and inhibits creative thinking, creative action, and innovation in your organization? Provide an in-depth analysis of incentives and barriers that exist, including descriptions of incidents (conversations, meetings, interactions) that illustrate the climate for creativity and innovation. Write the paper in such a way that the reader who is an "outsider" can understand how the organization views these issues. You may want to informally interview or talk to others in the company to collect more examples and perspectives. Suggested length: 5 pages. This paper is worth 20% towards your final course grade.

**For Project 3:** Apply creativity theories, methods, and tools to the problem or issue identified in Paper 1. What creative thinking techniques can you use to generate ideas? You are encouraged to use multiple methods that are distinctive to draw out breakthrough ideas. Can you see the results? How many different results can you see? How many different ways can you try to solve the problem? What should be done, and how should it be done? The processes you use will be evaluated. Suggested length: 10 pages, exclusive of appendices. This paper is worth 30% towards your final course grade.

**Late assignments will receive a full grade penalty.** This applies to all papers.
ACADEMIC INTEGRITY:

All students are expected to adhere to the academic integrity guidelines found in the Graduate Bulletin, and to be familiar with this policy and the consequences of its violation.

SMALL GROUP AND CLASS PARTICIPATION:

The success of this course depends not only on your attendance, but also on your participation. This course is very interactive, and relies on the substantive contributions of students working within teams. The more you participate, the more fun and valuable the course will be for all of us. Class absences may result in a lowered course grade. For every class, students are expected to read the assigned text, readings, and cases. Participation is measured using several criteria. These include actively participating individually during the "discussion" part of our sessions, in small group meetings, and in in-class presentations. The instructor's evaluation of your participation is worth 20% towards your final course grade, and will be evaluated using these criteria:

- When questions, tools or cases were presented to the class, how active (as opposed to inactive) was your participation?

- When you answered questions or commented on reading-related or discussion-related material in class, how accurately (as opposed to inaccurately) did you use concepts previously discussed?

- When you presented your creative ideas and solutions to the class, asked questions or commented on reading-related or discussion-related material in class, how creative (as opposed to redundant or repetitive) was your thinking?

- When you criticized others ideas (including the instructor's), how constructively (as opposed to destructively) did you state your criticism?

- How many times were you absent during the course, so that the class and your team missed your contributions?

Team Member Evaluation:

You will be assigned to a small team with which you will work the entire quarter on in-class cases, creativity techniques, and various exercises. These activities will be opportunities for you to apply class material to real organizational problems, and to enhance your creativity skills in general. Team members will rate one another’s contributions to the team’s effectiveness at the end of the quarter. Criteria include: regular team participation, quality of ideas, presenting ideas to the class, and respecting the views of others. These are confidential ratings, and are worth 10% of your final course grade.
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<th>DATE</th>
<th>TOPIC OF DISCUSSION</th>
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| September 11  | • *Introduction to the Class*  
Course Overview  
The Role of Creativity in Business  
• Video: “The Creative Spirit at Work” |
|               |                                                                                   |                                                                          |
| September 18  | • *The Creative Process:*  
Individual Characteristics and Behaviors  
*Unleashing Your Team's Creativity*   |
|               |                                                                                   | Readings:  
Meyer, *Quantum Creativity* (p. 49-128)  
Activities:  
• Team Building  
• Personal Creative Problem-Solving Style Assessment |
|               |                                                                                   |                                                                          |
| September 25  | • *Creative Problem-Solving (CPS) Model*  
• *Backwards Thinking*                  |
|               |                                                                                   | Readings:  
Wetlaufer, "What's Stifling the Creativity at Coolburst?" (handout)  
Activity:  
• SCAMPER (handout)  
• WIBNI Technique  
Video, “The Deep Dive – IDEO” |
<p>|               |                                                                                   | <strong>PAPER #1 DUE</strong>                                                          |</p>
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<td>October 2</td>
<td>● <em>The Creative Process: Leadership’s Role</em></td>
<td>Reading: MacKenzie, G. <em>Orbiting the Giant Hairball</em></td>
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<td>Scenario Analysis</td>
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<td>Video: &quot;Inside Creativity&quot;</td>
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<td>October 9</td>
<td>● da Vincian Thinking</td>
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<td>The da Vincian Principles</td>
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<td>Video:</td>
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<td>&quot;How to Think Like Leonardo da Vinci&quot;</td>
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<td>October 16</td>
<td>● <em>The Role of the Team in the Innovative Organization: Principles of Creative Collaboration</em></td>
<td>Reading: Gundry &amp; LaMantia, <em>Breakthrough Teams for Breakneck Times</em></td>
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<td>“Total Teamwork: Imagination LTD” <em><a href="http://www.fastcompany.com">www.fastcompany.com</a></em> April, 2000:</td>
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<td>Activity:</td>
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<td>Putting the Principles into Action</td>
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**PAPER #2 DUE**
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<td><strong>Activities:</strong></td>
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<td><strong>Video:</strong></td>
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<td>October 30</td>
<td>• <strong>Organizational Structures and Supports</strong></td>
<td><strong>Reading:</strong></td>
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<td>“Creative Space,” (<a href="http://www.fastcompany.com">www.fastcompany.com</a> Jan, 2001)</td>
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<td><strong>Activities:</strong></td>
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<td>November 6</td>
<td>• Idea Excursion</td>
<td><strong>Activity:</strong></td>
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Activity: Team Creative Takeaways  
Video: Tom Leonard  
PROJECT #3 DUE |

Note: This schedule is subject to change; advance notice will be given where possible.