

MGT119: Topics in Business: Creativity in Individuals, Groups, and Organizations

Spring 2021

Tuesdays and Thursdays, 3:30-5:00

Zoom link: <https://ucsd.zoom.us/j/91826129041>

Professor: Craig McKenzie (cmckenzie@ucsd.edu)

Hours: By appointment

COURSE OVERVIEW

Creativity involves the generation of an idea that is both novel and valued, and it is critical to aspects of our lives ranging from mundane (e.g., solving personal and interpersonal problems) to profound (creating works of art, making scientific discoveries). Everyone is creative to some extent, but there is usually room for (much) improvement. We will discuss how to increase creative behavior in individuals, groups, and organizations, highlighting aspects that are common to all three.

REQUIRED READING, WATCHING, AND LISTENING

There is a course reader available from the bookstore. In addition, there are three required books, also available at the bookstore:

Johnson, S. (2010). *Where Good Ideas Come From: The Natural History of Innovation*. New York: Riverhead Books.

Watson, J. D. (1968). *The Double Helix: A Personal Account of the Discovery of the Structure of DNA*. Atheneum.

Surowiecki, J. (2004). *The Wisdom of Crowds: Why the Many are Smarter than the Few and How Collective Wisdom Shapes Business, Economies, Societies and Nations*. New York: Doubleday.

One required movie to watch outside of class (available at UCSD library, stream on youtube.com):

"12 Angry Men" (1957)

One required podcast to listen to outside of class:

This American Life: "When Patents Attack... Part Two!" (2013)

<https://www.thisamericanlife.org/radio-archives/episode/496/when-patents-attack-part-two>

TOPICS AND ASSIGNED READING/WATCHING/LISTENING (to be done before each class!):

Week 1: Overview and Introduction

Part 1 (Mar 30): Overview of course

Part 2 (Apr 1): Introduction to creativity

1. *Where Good Ideas Come From*: The adjacent possible (pp. 25-42).
2. *Where Good Ideas Come From*: Liquid networks (pp. 45-65).

(Recommended, but not required, is the introductory chapter from "Where good ideas come from": Reef, city, web [pp. 1-22].)

Week 2: Depth and breadth of knowledge

Part 1 (Apr 6): The role of depth of knowledge

3. Weisberg, R. W. (2006). Chapter 5: Case studies of creativity. *Creativity: Understanding innovation in problem solving, science, invention and the arts* (pp. 209-223 only). Hoboken, NJ: Wiley.

Part 2 (Apr 8): The role of breadth of knowledge

4. Weisberg, R. W. (2006). Chapter 5: Case studies of creativity. *Creativity: Understanding innovation in problem solving, science, invention and the arts* (pp. 223-247; 254-275). Hoboken, NJ: Wiley.
5. *Where Good Ideas Come From: Exaptation* (pp. 151-174).

Week 3: Accessing knowledge

Part 1 (Apr 13): Accessing knowledge: Some simple strategies; problem asking; abstraction

6. *Where Good Ideas Come From: Serendipity* (pp. 99-128).

Part 2 (Apr 15): Accessing knowledge: Insight and incubation

7. *Where Good Ideas Come From: The slow hunch* (pp. 69-95).

Week 4: Decision making and creativity

Part 1 (Apr 20): Decision making and creativity

8. Brittain, J., & Sitkin, S. (2012). *Speed Ventures*. (Just 2 pages.)
 - *Come to class prepared to justify your decision as to whether the team should race!*

Part 2 (Apr 22): More decision making and creativity

9. Larrick, R. P. (2009). Broaden the decision frame to make effective decisions. In E. Locke (ed.), *Handbook of principles of organizational behavior* (pp. 461-475).

Week 5: Case study and midterm

Part 1 (Apr 27): Discussion of *The Double Helix*.

10. *The Double Helix*. (The whole book...expect 5-6 hrs of reading...don't get bogged down in biochemistry details)

Questions to consider:

- Do you consider the discovery of the structure of DNA to be an act of creativity? Why or why not?
- Would either Watson or Crick have made the discovery on their own? Why or why not?
- Linus Pauling and Rosalind Franklin were in a position to discover the structure of DNA, but didn't. Why not?
- How long did it take Watson and Crick to make their discovery? Was their first attempt at modeling the structure successful? What was their boss's response?
- What motivated Watson and Crick?
- To what extent was Watson's and Crick's lack of expertise in chemistry an advantage vs. a disadvantage?
- To what extent did creative vs. analytical thinking lead to the discovery?

Part 2 (Apr 29): *Midterm exam*

Week 6: Groups and teams

Part 1 (May 4): Groups, independence, and social influence

11. *The Wisdom of Crowds*: Introduction. (pp. xi-xxi).
12. *The Wisdom of Crowds*: The wisdom of crowds (pp. 3-22).

Part 2 (May 6): Groupthink, cohesion, and brainstorming

13. *The Wisdom of Crowds*: The difference difference makes: Waggle dances, the Bay of Pigs, and the value of diversity (pp. 23-39).
14. Peters, T. (1994). Ingersoll-Rand: Barbecues, drag tests, medieval warriors, and slowing down to speed things up. *Liberation Management: Necessary Disorganization for the Nanosecond Nineties* (pp. 72-80). Danvers: Ballantine Books.

Week 7: Group dissent and case study

Part 1 (May 11): Dissent, error, and hidden profiles

15. *The Wisdom of Crowds*: Committees, juries, and teams: The *Columbia* disaster and how small groups can be made to work (pp. 173-191).
16. *Where Good Ideas Come From*: Error (pp. 132-148).

Part 2 (May 13): Discuss *12 Angry Men* (1957)

Questions to consider:

- Did the jury strive to reach early consensus?
- Any evidence of peer pressure to conform?
- What was Juror #8's rationale for discussing the case in the beginning?
- Did what the group knew collectively contradict what they knew individually?
- Did the group start off with any assumptions that proved wrong?

Week 8: Creativity inside organizations

Part 1 (May 18): *Intrapreneurs* and a case study

17. Gladwell, M. (May 27, 2002). The televisionary. *The New Yorker* (pp. 112-116).
 18. Catmull, E. (2008). How Pixar fosters collective creativity. *Harvard Business Review*, September (pp. 1-11).
- *Come to class prepared to discuss both readings.*

Part 2 (May 20): Intrinsic motivation and creativity

19. Amabile, T. M. (1999). How to kill creativity. *Harvard Business Review*, September-October, pp. 77-87.
20. Hackman, J. R., & Oldham, G. (1980). Motivation through the design of work. *Work Redesign* (pp. 71-83). Upper Saddle River: Prentice Hall.

Week 9: Decentralization and crowdsourcing

Part 1 (May 25): Decentralization and culture

21. Collins, J., & Porras, J. (1997). Try a lot of stuff and keep what works. *Built to Last: Successful Habits of Visionary Companies* (pp. 140-168). New York: Harper Collins.
22. Collins, J., & Porras, J. (1997). Cult-like cultures. *Built To Last: Successful Habits of Visionary Companies* (pp. 115-139). New York: Harper Collins.

Part 2 (May 27): Crowdsourcing and summary

23. *Where Good Ideas Come From: The fourth quadrant* (pp. 213-246).
24. Breen, B. (2002). Lily's R&D prescription. *Fast Company*.

Podcast:

This American Life: "When Patents Attack... Part Two!" (2013)

<https://www.thisamericanlife.org/radio-archives/episode/496/when-patents-attack-part-two>

Week 10: Group project presentations (and papers due)

COURSE REQUIREMENTS

New behavior reports

Four times during the quarter you will turn in a short report of a new behavior that you have engaged in since the class started. *The behavior must be something that you would not have engaged in had you not been in the class.* Your first new behavior report (NBR1) will describe a change in your routine (e.g., a different route to school, studying in the morning rather than evening), NBR2 will describe a change in your environment (e.g., rearranged furniture, a tidied study area), NBR3 will describe learning something new (e.g., culture, cuisine, music, viewpoint), and NBR4 will describe a discussion of ideas you had with someone different from you (e.g., different culture, different political views). In each case, the more different the new experience, the better (but use common sense...). The goal is to stimulate new thoughts. Explain what you did and what effect, if any, it had on your thoughts or behavior. These reports should not exceed 150 words. They will not be graded per se, but content will be monitored. Late reports will not be accepted. Each report must address a different new behavior.

In-class short essays

Several times during the quarter you will answer a short essay question in class. The topic will be either material covered previously or reading that was to be done for that meeting. We will then discuss the question in class. The goal is to motivate you to be prepared for each meeting, make sure you understand important points, and to provide material for discussion. Content will be monitored, but not graded.

Group paper and presentation

You will be randomly divided up into groups of about 5 members and come up with a creativity project to write up and present to the class. The goal is for you to seek out and solve a problem, generally speaking. You might come up with a solution to a social problem, or describe a new product or service. What is important is that your solution/product/service is creative – both novel and useful. The more novel and the more useful, the better. The idea is to put to use what you have learned from the class in order to come up with something creative.

Your paper/presentation should be composed of three parts. First, describe your idea. Second, explain its connection to old ideas. Is it a combination of two old ideas, or the application of an old idea in a new way, or...? Third, show what you have learned in this course by describing your group (and perhaps individual) process. In short, tell me your idea, explain its relation to what you already knew, and analyze your group's creative process. These 1,500-word (max) papers and presentations will be due week 10.

Some things to note about the paper/presentation:

No projects about the parking problem at UCSD. (Been there, done that.)

Do a google search to make sure your idea is novel.

Midterm exam

The midterm exam is scheduled for Apr 29. The exam will be multiple choice.

Final exam

The final exam is scheduled for Monday, June 7. The exam will be multiple choice and cover the entire course, with an emphasis on material covered since the midterm exam.

GROUP MEMBER EVALUATION

At the end of the quarter, you will be asked to evaluate the contributions of your group members on the paper and presentation. This feedback will be considered when assigning course grades, primarily to adjust for any “free-riders”.

GRADING

New behavior reports: 5%

Short in-class essays: 5%

Midterm Exam: 30%

Group paper: 25%

Group member evaluation: 5%

Final Exam: 30%

EXTRA CREDIT

You can earn extra credit by participating in Rady research studies advertised on the Web (go to <https://radyclasscredit.sona-systems.com>). You can earn up to 3 percentage points for up to 2 hours of participation (i.e., 1.5 points each hour). Your final grade must be at least a C- to receive the credit. Completing the extra credit gives you a very good chance of moving up 1/3 of a grade (e.g., from a B+ to an A-).

If you want extra credit, but do not wish to participate in research studies, you can write a 5-7 page research paper. The paper will be due at the beginning of class on May 25. No late papers will be accepted. You must consult with Professor McKenzie about the topic before beginning the paper.

ACADEMIC INTEGRITY

Integrity of scholarship is essential for an academic community. As members of UCSD, we pledge ourselves to uphold the highest ethical standards. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. The complete UCSD Policy on Integrity of Scholarship can be viewed at:

<http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>

STUDENTS WITH DISABILITIES

A student who has a disability or special need and requires an accommodation in order to have equal access to the classroom must register with the Office for Students with Disabilities (OSD). The OSD will determine what accommodations may be made and provide the necessary documentation to present to the faculty member. The student must present the OSD letter of certification and OSD accommodation recommendation to the appropriate faculty member in order to initiate the request for accommodation in classes, examinations, or other academic program activities. No accommodations can be implemented retroactively. Please visit the OSD website <https://osd.ucsd.edu/> for further information or contact OSD at (858) 534-4382 or osd@ucsd.edu.

COURSE CALENDAR

	<u>Read</u>	<u>Watch/Listen</u>	<u>Due</u>
Week 1			
Tuesday (Mar 30)			
Thursday (Apr 1)	1, 2		
Week 2			
Tuesday (Apr 6)	3		
Thursday (Apr 8)	4, 5		New behavior report #1
Week 3			
Tuesday (Apr 13)	6		
Thursday (Apr 15)	7		
Week 4			
Tuesday (Apr 20)	8		Prepared to discuss decision
Thursday (Apr 22)	9		New behavior report #2
Week 5			
Tuesday (Apr 27)	10		Prepared to discuss book
Thursday (Apr 29)			Midterm exam
Week 6			
Tuesday (May 4)	11, 12		
Thursday (May 6)	13, 14		New behavior report #3
Week 7			
Tuesday (May 11)	15, 16		
Thursday (May 13)		<i>12 Angry Men (1957)</i>	Prepared to discuss movie
Week 8			
Tuesday (May 18)	17, 18		Prepared to discuss readings
Thursday (May 20)	19, 20		New behavior report #4
Week 9			
Tuesday (May 25)	21, 22		
Thursday (May 27)	23, 24	Podcast: <i>When Patents Attack</i>	
Week 10			Group project paper/presentation
Finals Week			
Monday (June 7)			