INSTRUCTOR: Greg Magnan, Ph.D. (gmagnan@seattleu.edu) | Pigott 420 | phone: 206.296.6466

CLASS TIME: 12:45 – 16:15 Monday (P200)
OFFICE HRS: 11:30 – 12:30 Monday, 16:15 – 17:15 Wednesday, and by appt.

MATERIALS:

Course Description

Innovation: “Something different that has impact.”
— Scott D. Anthony

Creativity is just connecting things. When you ask creative people how they did something, they feel a little guilty because they didn’t really do it, they just saw something. It seemed obvious to them after a while. That’s because they were able to connect experiences they’ve had and synthesize new things.
— Steve Jobs

The business enterprise has two—and only two—basic functions: marketing and innovation. Marketing and innovation produce results; all the rest are costs.
— Peter Drucker

“The way to get good ideas is to get lots of ideas and throw the bad ones away.”
— Linus Pauling

"Innovation— any new idea—by definition will not be accepted at first. It takes repeated attempts, endless demonstrations, monotonous rehearsals before innovation can be accepted and internalized by an organization. This requires courageous patience."
— Warren Bennis

"Creativity is thinking up new things. Innovation is doing new things."
— Theodore Levitt

This course is designed to introduce practices necessary to stimulate ideas and the frameworks and tools required to manage innovation. It is grounded in creative problem-solving models that
promote imagination, practical thought and action, which apply to individuals and organizations alike. Students are required to bring a personal or organizational challenge or opportunity to the course to provide context for the various models. Like creativity, however, the course is more about experiences and experiments than tools and methods. Everyone, therefore, is encouraged and expected to contribute to our collective learning through sharing ideas and experiences.

**Learning Goals**

1. Identify and describe creativity and innovation from various perspectives.
2. Apply and assess tools to enhance individual creativity.
3. Explain and apply elements and tools of the creative problem solving process.
4. Discuss and assess factors driving and resisting innovation in teams and organizations.
5. Evaluate innovation models that engage stakeholders inside and outside an organization’s boundaries.
6. Reflect upon and describe the role creativity and innovation play in one’s daily life.

**Course Requirements**

As is the case in most service encounters, your perceived quality of this course is largely a function of the involvement of you, the student/customer. To that end, the bulk of responsibility for learning is yours—keeping current with the reading and fully participating in class activities are critical to a successful course for all.

1. **Creative Problem Solving Reflection (10%)**: 1000-word paper (or other deliverable) describing your experience using the CPS tools and process, lessons learned, observations and/or applications from C&I tools presented in class, in various books and readings, and by guest speakers and visitors. Due before August 7, 2017.

2. **Organizational Innovation (10%)**: Submit a 750-word brief (or audio-visual equivalent) that describes elements of an organization’s innovation culture and processes, especially as presented in Part 6 of the *Ten Types of Innovation* (e.g., culture, funnel, screening, org. structure, etc.). Can use primary (e.g., site visit, interview) or secondary information (articles, reports, etc.). Can be done in pairs. Due before class on July 24, 2017.

3. **Creativity Interview (15%)**: Presentations will occur throughout the quarter, are limited to 5 minutes and must be creative! The objective is to share lessons learned / tips from a creative person or a manager of creative workers. You can sign up for your presentation week via this link.

4. **Project Presentation & Materials (35%)**: Individuals will present how they used the tools of CPS or Design Thinking or Innovation to address a problem or challenge. [Note: 5% of the score is allocated to your Design Brief, due by July 10]. Presentations should include a description of the problem/challenge, a short description of the process and tools used, and a proposed solution to the problem/challenge. The solution should be an outcome of the process/methodology described in either (or all) of the required texts. The presentations are limited to (approximately) 7 minutes and will take place on August 7, 2017.

5. **Journal / Idea Log (10%)**: In addressing your creative problem and in the process, you are requested to generate a minimum of 500 ideas. Submit your journal, in whatever form you use this summer, that contains/includes your ideas generated for your individual project. Journals will be
available for pick-up approximately one week after the quarter ends. Due by August 7, 2017.

“Think left and think right and think low and think high. Oh, the Thinks you can think up if only you try.” — Dr. Suess

6. **Online Participation (5%)**: This involves participation—throughout the quarter—in online (Canvas) communications, including discussions, posting links to other creativity & innovation materials, posting and responding to questions, etc.

7. **In-class Participation (15%)**: Participation in class discussions and activities is required. The quantity of quality contributions to discussions in class will be evaluated by the instructor’s judgment. Please be courteous of others at all times (especially when they are presenting creative artifacts) and cognizant of limited discussion bandwidth. Some of the criteria that used to judge effective class participation for grading purposes include:

- Is the participant a good listener? Are the points made relevant to the current discussion? Are they linked to the comments of others? Is there willingness to participate? Is there willingness to test new ideas or are all comments "safe"?

8. **Sketchnote (5%)**: Submit a sketchnote of a lecture, talk, or organizational meeting (or other). Due by July 10, 2017. See Canvas assignment for further instructions. Peer review two other sketchnotes by July 16.

### Grading

A straight grading scale will be used to determine final grades (A = 95-100, A- = 90-94, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 79-77, etc.) Course requirements are assigned the following weights:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Weight</th>
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<tbody>
<tr>
<td>CPS tool/process reflection</td>
<td>10%</td>
</tr>
<tr>
<td>CPS/Design Thinking Project</td>
<td>35%</td>
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<tr>
<td>Participation</td>
<td>15%</td>
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<td>Creativity Interview Preso</td>
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<td>Org'l Innovation Report</td>
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<td>Sketchnote</td>
<td>5%</td>
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### Policies: Academic Honesty & Disability

Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form (e.g., plagiarism, cheating, academic fraud) is a serious offense against the academic community. Acts of academic dishonesty will be addressed according to the **Seattle University Academic Honesty Policy**. If you are not sure whether a particular action is acceptable according to the Academic Honesty Policy, please check with your instructor. The code of student conduct can be found at this **link**.

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in the Learning Center [206.296.5740]. Disability-based adjustments to course expectations can be arranged only through this process.
<table>
<thead>
<tr>
<th># / Date</th>
<th>Topics</th>
<th>Chapters / Articles / Cases / Videos</th>
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<tbody>
<tr>
<td>June 19</td>
<td>Creativity</td>
<td>Course introduction</td>
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| June 26  | Creativity Tools |  | **Creativity Rising** (CR): Chapters 1 – 4  
**Designing for Growth Fieldbook** (DfGF): pp 1-11  
**The Lean Startup** (TLS): none  
**Ten Types of Innovation** (TTI): none  
**TED Talk: Elizabeth Gilbert on Nurturing Creativity**  
**The Progress Principle video** [9:47] (Teresa Amabile) |
| July 3   | Sketchnotes | Creativity & Innovation | **CR: Chapters 5 – 8**  
**DfGF: pp. 12-21; 44-61**  
**TLS: none**  
**TTI: none**  
**Sketchnoting videos [see Canvas module]**  
**TED Talk: Tim Brown on Creativity and Play** |
| July 10  | Design Thinking | Teams | **CR: Chapters 9 – 12**  
**DfGF: pp. 22-33; 62-83**  
**TLS: Ch. 1 – 2**  
**TTI: none** |
| July 17  | Organizational Creativity | Disruptive Innovations | **CR: none**  
**DfGF: pp. 34-39**  
**TLS: Ch. 3 – 4**  
**TTI: Ch. 1 – 12**  
**Meeting the Challenge of Disruptive Change** (Christensen, HBR, 2000)  
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| 6 July 24 | Business Models | CR: none  
New Product Development | DfGF: none  
TLS: Ch. 5 – 8  
TTI: Ch. 13 – 20 |
| 7 July 31 | Inter-Organizational Innovation | CR: none  
Open Innovation | DfGF: none  
TLS: Ch. 9 – 12  
TTI: Ch. 21 – 24  
The Discipline of Innovation [Drucker, HBR, 1985] |
| 8 August 7 | Presentations and Reflections | **How Will you Measure Your Life? (HBR, 2010)**  
TED Talk: Steve Jobs on How to Live Before You Die (filmed June, 2005) |