PEPPERDINE UNIVERSITY
GRAZIADIO SCHOOL OF BUSINESS AND MANAGEMENT

MARK ALLEN, Ph.D.

OTMT 678

MANAGERIAL CREATIVITY AND INNOVATION FOR LEADERSHIP

FALL 2015
WEDNESDAYS, IRVINE

SYLLABUS
"Coming out of the worst economic downturn in our professional lifetimes -- and facing a new normal that is distinctly different -- it is remarkable that CEOs identify creativity as the number one leadership competency of the successful enterprise of the future," Frank Kern, senior vice president, IBM Global Business Services, reporting on a study of more than 1500 global CEOs in 2010.

**Introduction**

Business leaders must respond to such contemporary realities as the information explosion, intense competition, accelerated social and technological change, fresh expectations from new generations, and ever-higher customer demands. Therefore, contemporary leaders must be more creative and innovative. This course focuses on imagination and invention ("creativity") and on the productive results of such processes ("innovation"). To enhance business problem solving and effective leadership, students will integrate a dozen linear methods with a dozen nonlinear, imaginative tools.

**Logistics**

The course will meet at Pepperdine’s Irvine campus on Wednesday nights from 6:00 to 10:00 pm.

**Professor**

Mark Allen is a faculty member of organizations and management for the Graziadio School, where he also served for ten years as Director of Executive Education. Previously, he was Program Director in Executive Education at the USC’s School of Business Administration, Academic Director for Kaplan and Vice President and General Manager of Integrated Data Concepts. He holds a Bachelors Degree from Columbia University, an MBA from Pepperdine University and a Ph.D. in Higher Education from USC. Dr. Allen also teaches at Pepperdine’s Graduate School of Education and Psychology. He is the author of *Aha Moments in Talent Management* (2014), *The Next Generation of Corporate Universities* (2007), and *The Corporate University Handbook*, (2002). He has spoken frequently and written extensively about talent management and corporate universities and he serves as a consultant to new and mature corporate universities.

**Availability**

I am available to speak with or meet with students to ensure understanding of course content and assignments. Feel free to call me during the day at the office number (if I am not in, I will return calls as soon as possible). I respond promptly to e-mails as well. I am also available to meet with students in Irvine or West Los Angeles by appointment.

310-568-5593 (office)
mallen@pepperdine.edu
Website: www.markallenconsulting.com
Twitter: @doctormarkallen
Course Objectives

After successfully completing this course, students will be able to:

- Understand the definitions of the terms “creativity” and “innovation” and be able to distinguish between the two
- Creatively apply different methods of creativity in the workplace
- Have new tools for creative decision making
- Understand the impact of organizational culture on creativity and innovation
- Appreciate innovative ways that innovation occurs in the workplace
- Learn different ways of learning using traditional, non-traditional, and technology formats

Required Texts

Buzan, T. & Buzan, B., *The Mind Map Book: How to Use Radiant Thinking to Maximize Your Brain’s Untapped Potential*

DiBono, E., *Six Thinking Hats*

Dyer, J., Gregerson, H., & Christenson, C.M., *The Innovator’s DNA: Mastering the Five Skills of Disruptive Innovators*

Lundin, S.C., *Cats: The Nine Lives of Innovation*

Robinson, K., *Out of Our Minds*

Articles and cases available at:

https://cb.hbsp.harvard.edu/cbmp/access/38100489

(Go to this link to purchase and download articles and cases)
Schedule

Week 1: Wednesday, August 26
Topic: Course introduction
Readings: None
Activity: Group formation and group project planning

Week 2: Wednesday, September 2
Topic: The Cats Approach to Creativity and Innovation
Readings: *Cats* (Entire book)
Deliverable: Discussion Team A
Activity: Electric Maze

Week 3: Wednesday, September 9
Topic: The Thinking Hats Approach to Thinking
Readings: *Six Thinking Hats* (Entire book)
Deliverable: Discussion Team B
Activity: Six Thinking Hats exercise

Week 4: Wednesday, September 16
Topic: Creative Decision Making
Reading: “Human Creativity: The Starting Point for Innovation” (from Harvard website)
Deliverable: Discussion Team C
Activities: Scale of Creative Attributes and Behaviors; Technology Overview

Week 5: Wednesday, September 23
No class this week.

Week 6: Wednesday, September 30
Topic: Mind Mapping
Deliverables: Discussion D; Write-up of team project topics
Activity: Mind Mapping project
Week 7: Wednesday, October 7  
Topic: The Role of Education in Creativity  
Readings: Out of Our Minds (Entire Book)  
Deliverable: None  
Activity: Sir Ken Robinson Video

Week 8: Wednesday, October 14  
Topic: The Role of the Organization in Spurring Creativity and Fostering Innovation  
Location: Online (Adobe Connect: Synchronous session—Wednesday, 6 pm)  
Reading: “Critical Mass: The IT Creativity Challenge” (from Harvard website)  
Deliverable: Voice Thread Assignment (due Friday, October 16 by 11:59 pm)  
Activity: Case Discussion of Critical Mass

Week 9: Wednesday, October 21  
Topic: The Impact of Organizational Culture on Innovation  
Readings: “Leveraging Culture for Innovation and Competitive Advantage” (from Harvard website)  
Deliverables: None  
Activity: The Marshmallow Challenge activity and video

Week 10: Wednesday, October 28  
Topic: Wednesday Night at the Movies: “Mr. Holland’s Opus”  
Readings: None  
Deliverable: None  
Activity: Viewing and discussion of the movie

Week 11: Wednesday, November 4  
Topic: Disruptive Innovation  
Reading: The Innovator’s DNA: Mastering the Five Skills of Disruptive Innovators (Entire book)  
Deliverable: Discussion E  
Activities: Most innovative companies list; Pixar and Ideo videos.
Week 12: Wednesday, November 11
Topic: Organizational Aspects of Innovation
Readings: None
Deliverables: None
Activity: Guest speaker--TBA

Week 13: Wednesday, November 18
Topic: Group Projects
Readings: None
Deliverable: **Group Projects**
Activity: Group Project Presentations

Week 14: Wednesday, November 25
No class: Thanksgiving Week

Week 15: Wednesday, December 2
Topic: Course integration, application, and summary
Reading: None
Deliverable: **Application paper**
Activity: Basketball video
Assignments

Voice Thread Assignment, due **October 16**. See page 9 for details.

Take-home Final Exam: Application paper, due **December 2**. See page 10 for details.

Discussion Presentation, due various weeks. See page 8 for details.

Team Project Presentation, due **November 18**. See Team Project Handout (to be distributed in class on the first night).

Grading

The assignments are weighted as follows:

- Voice Thread Assignment 15%
- Team Project Presentation 20%
- Discussion Presentation 10%
- Take-home Final Exam 30%
- Class Participation 25%

Grading Standards

Written work will be graded based on the thoroughness of topical coverage, the quality of the research, the quality of the writing, and creativity. Papers should be written at a level suitable for graduate students.

Oral presentations will be graded based on delivery, content, and creativity. The other students in the class are your peers and are genuinely interested in hearing about your topic. Present your information in a way that will be useful and interesting to your colleagues. A portion of your grade will depend on how engaged your audience is.

Class participation is a vital component of this course. You will be graded on the quality of your contributions as well as the quantity. You are expected to contribute to the discussion every class, therefore your attendance is essential. If you are not in class, you cannot participate in the discussion, therefore you cannot earn credit for class participation, so absence from class will impact your class participation grade. Good class participation also consists of attentive listening to the instructor, to other students, and to oral presentations. Class participation refers to sessions in the classroom as well as the synchronous online session.

Papers and presentations that are submitted late are not eligible for full credit. Papers that are one to three days late will be reduced by one grade (for example, from A- to B+). Papers that are three to 13 days late will be reduced by three grades (e.g.: A- to B-). Papers 14 days late or more will be reduced by six grades (A- to C-). You must complete all work in order to receive a passing grade for the course.
Discussion Presentation

Objectives:
- Provide different perspectives on the readings
- Give you an opportunity to expand your presentation skills
- Give you an opportunity to exercise your creativity

Relying primarily on the assigned readings, each team will spend no more than 30 minutes leading the class discussion of that week’s topic.

You will use what you know about adult learning to help frame your presentation. You may, at your option, use PowerPoint, transparencies, videos, puppet shows (I emphasize the word “optional”), or whatever method you choose. The only thing forbidden is to read from a script. You may choose to use no A/V and engage the class in a discussion or exercise. The format is up to you. Feel free to be creative (if you think that might be useful in this course).

The important task is to clarify and illuminate the topic. Assume (as I always do) that everyone in the class has done the assigned reading. How can you bring this topic to life? How can you make it relevant to everyone in the room? What can you add to what we have already read? You can rely solely on the assigned readings, or you may do additional reading or research. You may find it helpful to use real-world examples from your own experiences. Please remember that it is not necessary to merely provide a summary of the readings—we have read the same thing as you—we’d like to hear your group’s perspective on the topic.

The presentations will usually start at or near the beginning of the class and will end about 30 minutes later. Depending on what you cover and how you conclude, I will continue the class discussion until break. The second half of class usually consists of an activity.

Your grade will depend upon your understanding of the subject matter, your ability to add insight to the discussion, and the level of engagement of your audience.

The assignments and due dates for the Discussion Presentations will be decided during the first night of class. There are a total of five Discussion Presentations.
Voice Thread Assignment

Objectives:
- Think about what innovation looks like in a real organization
- View your organization through a new lens
- Compare how innovation differs in at least two organization
- Experiment with and learn new technology
- Exercise your creativity

The topic for this assignment is innovation in the workplace and comparative innovation. First, pick one of the organizations that a member of your team works for and address innovation at that workplace. Pick the most innovative one from your team. Among the questions to address are:

- Why is that organization innovative?
- Describe how it is innovative.
- What specific, conscious efforts does the organization make to encourage innovation?
- What, if any, elements contribute to innovation that do not stem from conscious initiatives (in other words, elements that are unintentional, accidental, or merely just happen)?

Basically, describe and illustrate (visually or via example) how this organization is innovative. Focus on the inputs to innovation (what happens within the organization) as opposed to the outputs (the actual innovative products or services).

Next, pick another organization that your team works for and analyze the innovation at this organization. If you consider this organization to be innovative, describe the innovation in terms of the questions above. If it is not innovative, explain why. Explain what the organization does (consciously or unintentionally) to inhibit innovation.

Finally, compare and contrast the two organizations in terms of their innovation. In what ways are they similar and how do they differ in terms of innovation? So basically, this is a comparison of at least two organizations (you may also feel free to consider a third or fourth organization as well). Present full descriptions of innovation at these organizations and compare and contrast them. How are they similar in terms of innovation? How are they different? The main purpose of the assignment is to provide a comparison of two organizations. I encourage you to use what you know about creativity and innovation from our class discussions and readings.

The grading criteria will be thoroughness with which you address the questions, the insightfulness of the comparisons, and the creativity of the presentation using the available technology.

Your final presentation will consist of both voice and visual elements and will address each of the assigned questions. The visual elements can be text, PowerPoint slides, video, or any other visual element you would like to use. Your presentation may use the Voice Thread technology (as demonstrated in class) or any other technology that utilizes voice and video. The final presentation should contain content from the whole group, but each member of the group need not record the final answer. Your answers should be thorough, but concise. You will be graded on the quality of your answers, quality of presentation, thoroughness, level of participation, and, of course, creativity. Please send me a link to your voice thread no later than 11:59 pm on October 16.
Take-Home Final Examination: Application Paper

Objectives:

- Reflect upon what you have learned in this course
- Think about how you will apply what you have learned

At the end of the course, your final exam will be an application paper which describes how some of the important concepts from this course apply to your professional life. This paper should be written with your current situation in mind and looking forward, but not applying the course’s concepts retrospectively to a past situation. Basically the paper will address the questions of what have you learned in the course and how will you apply it.

Among the questions you should address in this paper are:

- What have you learned during this course?
- What are the most relevant concepts from the course to you?
- What from this course has made an impact on you professionally over the past three months as you have progressed through this course?
- Knowing what you know after taking this course, what will you do differently from now on?

As you answer these questions, be as specific as possible. Don’t just say, “I found the various models of creativity to be relevant.” Write specifically about how you would apply a certain model to a situation. Feel free to discuss the processes followed during this course as well as the content.

The important criteria in this paper are application and specificity. Your success in this paper will depend not only on how well you demonstrate an understanding of concepts, but on how well you can apply them to real world situations. The more specificity you bring to your discussion, the better the application will be.

This paper should be written at a level consistent with a graduate-level program. However, as this is a highly personal paper, it is acceptable—and advisable—to write in the first-person. Think of this paper as telling a story—a personal one about you and your work.

This paper is due on December 2 (please bring a hard copy to class). Please make a special effort not to be late, as the deadline for this paper is the last day of class. As a general guideline, I envision this paper to be in the neighborhood of 7-15 pages.
Conduct

The University expects from all of its students and employees the highest standard of moral and ethical behavior in harmony with its Christian philosophy and purposes. Engaging in or promoting conduct or lifestyles inconsistent with traditional Christian values is not acceptable.

The following regulations apply to any person, graduate or undergraduate, who is enrolled as a Pepperdine University student. These rules are not to be interpreted as all-inclusive as to situations in which discipline will be invoked. They are illustrative, and the University reserves the right to take disciplinary action in appropriate circumstances not set out in this catalog. It is understood that each student who enrolls at Pepperdine University will assume the responsibilities involved by adhering to the regulations of the University. Students are expected to respect order, morality, personal honor, and the rights and property of others at all times. Examples of improper conduct for which students are subject to discipline are as follows:

- Dishonesty in any form, including plagiarism, illegal copying of software, and knowingly furnishing false information to the University.
- Forgery, alteration, or misuse of University documents, records, or identification.
- Failure to comply with written or verbal directives of duly authorized University officials who are acting in the performance of assigned duties.
- Interference with the academic or administrative process of the University or any of the approved activities.
- Otherwise unprotected behavior that disrupts the classroom environment.
- Theft or damage to property.
- Violation of civil or criminal codes of local, state, or federal governments.
- Unauthorized use of or entry into University facilities.
- Violation of any stated policies or regulations governing student relationships to the University.

Policy on Disabilities

Assistance for Students with Disabilities

The Disability Services Office (DSO) offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of disability, and academic need. In order to initiate services, students should meet with the Director of the DSO at the beginning of the semester to discuss reasonable accommodation. If a student does not request accommodation or provide documentation, the faculty member is under no obligation to provide accommodations. You may contact the Director of Disability Services at (310) 506-6500. For further information, visit the DSO Web site at: http://www.pepperdine.edu/disabilityservices/.