Stevens Institute of Technology

Howe School of Technology Management

Syllabus

EMT 695 Leading Creative Collaboration

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| Course Coordinator | Semester: Fall 2013 |
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**Overview**

Innovative organizations are led by people who relentlessly nurture creative collaborations. These leaders stimulate creative thinking and build group structures and processes to enable people to turn creative ideas into innovations that drive business results. This course builds individual awareness of creativity and collaboration skills while increasing the student’s capacity for both. It teaches the science behind techniques, tools, interpersonal skills, leadership skills, organizational strategies, and environmental designs that increase group effectiveness. The overall goal is to strengthen the student's ability to lead others to address meaningful problems and possibilities everywhere they find them. The course uses the principles of self-awareness and reflection introduced in *EMT 740 Team Leadership Development in Technical Organizations* in the context of small group and whole class collaboration experiments. Every student has a leadership role in the class. *Prerequisites: EMT 740*

**Learning Goals**

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| **List of Course Outcomes:**  After taking this course, you will be able to  1. Communicate the value of enhancing a group or organization's creative and collaborative skills and mentor others to build and use these skills at work  2. Design and facilitate effective group ideation and problem solving events  3. Confidently engage others in productive creative abrasion to make best use of the diversity of perspectives on a team  4. Motivate yourself and others to address problems that have long been tolerated or accepted as unsolvable attributes of the status quo  5. Assess key attributes of an organization's culture so you can influence the architectural, interpersonal, and philosophical systems that undermine innovation  6. Set personal standards and priorities for yourself as leaders committed to exceptional group creativity and collaboration and monitor your own continued practice and growth  7. Lead others to address meaningful problems and possibilities everywhere you find them. |

# *Overview of the* Course Philosophy *that underlies the approach to course requirements and grading:*

This is a “laboratory” course in the sense that it requires you to generate many of the ideas (hypotheses) to be studied, design the methodology for exploring the ideas, and to evaluate and build on success and failures.

The experimental structure of the course creates a dynamic, playful opportunity for you to exercise your imagination and take ownership of the collective learning process. By design, the course is intended to change over time, learning and evolving from the experience passed down from class to class. In this way, the course is a model for what it is attempting to teach – how to create and live in a learning organization that values and builds on the creativity and collaboration of all members.

* The class is “an organization.” The organization’s mission is to “enhance the capacity of all members to be creative and collaborative so they can lead others to address meaningful problems and possibilities everywhere they find them.”
* Everyone in the class has a role in the organization. Student groups are responsible for designing, managing, and leading the key learning tools and methods in the class.
* The instructor is the CEO. The instructor’s role is to create a place where students take the initiative to creatively design their own learning. The instructor seeds the process with research and thinking about creativity and collaboration and holds the staff accountable for delivering on the mission of the organization.
* This is a self, other, and group awareness development class. You'll measure personal success by reflecting on changes and asking for feedback (e.g., in openness, curiosity, confidence, comfort with creative “abrasion,” collaboration skills, problem solving skills, communication skills, leadership skills, mindfulness skills, playfulness...). How well the organization achieves its mission and the return on investment to the employee-owners will be evaluated by the instructor and the group at the end of the semester.

**Required Texts**

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| 1. Brown, S, MD. & Vaughan, C. (2009). *Play: How it shapes the brain, opens the imagination, and invigorates the soul.* New York, NY: Penguin. 2. Carson, S. (2010). *Your Creative Brain*. Cambridge, MA: Harvard Health Publications, Jossey-Bass. 3. Leonard, D., & Swap, W. (2005). *When sparks fly: Harnessing the power of group creativity.* Boston, MA: Harvard Business School Press. 4. Sawyer, K. (2013). *Zig Zag: The surprising path to greater creativity*. San Francisco, CA: Jossey-Bass. 5. Sawyer, K. (2007). *Group genius: The creative power of collaboration.* New York, NY: Basic Books. |

**Required Readings -** HBR articles available at Stevens Library (on-line); others at urls

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| * 1. All required texts   2. Harvard Business Review double issue on collaboration. July-June 2011, especially:   3. Adler, P., Heckscher, C., & Prusak, L. (July-August 2011). "Building a collaborative enterprise.” *Harvard Business Review*, pp 94. HBR Reprint R1107G.   4. Fayard, A. L. & Weeks, J. (July-August 2011). "Who moved my cube?” *Harvard Business Review*, pp 102. HBR Reprint R1107H.   5. Ibarra, H. & Hansen, M.T. (July-August 2011). "Are you a collaborative leader?” *Harvard Business Review*, pp 68. HBR Reprint R1107D.   3. Cultivating Organizational Creativity in an Age of Complexity: A companion study to the IBM 2010 Global Chief Human Resource Officer Study*.* IBM Institute for Business Value 2011. http://public.dhe.ibm.com/common/ssi/ecm/en/gbe03418usen/GBE03418USEN.PDF    4. Gardner, H. K. (April 2012). "Coming through when it matters most." *Harvard Business Review*, pp 83-91. HBR Reprint R1204E.    5. Edmondson, A. C. (April 2012). "Teamwork on the Fly." *Harvard Business Review*, pp 72-80. HBR Reprint: R1204D.  6. Dishman, L. (March 2013). "How extreme transparency can make your team its most productive." *Fast Company On-line* March 11, 2013. http://www.fastcompany.com/3006798/work-smart/how-extreme-transparency-can-make-your-team-its-most-productive  7. Steelcase White Paper, 2010. "How the workplace can improve collaboration." 360Steelcase.com google for PDF  8. Working Beyond Borders: Insights from the Global Chief Human Resources Officer Study, Executive Summary. IBM 2010. http://public.dhe.ibm.com/common/ssi/ecm/en/gbe03363usen/GBE03363USEN.PDF |

**Selected Additional Optional Readings**

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| Baer, D. (2013). *Argue like America's most controversial philosopher*. Fast Company Online: May 24, 2013. http://www.fastcompany.com/3010095/bottom-line/argue-like-americas-most-controversial-philosopher  Benkler, Y. (July-August 2011). "The science behind collaboration: The unselfish gene.” *Harvard Business Review*, pp 76. HBR Reprint R1107E.  Gavetti, G. (July-August 2011). "The new psychology of strategic leadership.” *Harvard Business Review*, pp 118. HBR Reprint R1107K.  Joni, S. J., & Beyer, D. (2009). “How to pick a good fight: Strong leaders create the kind of conflict that can spark creativity and innovation.” *Harvard Business Review*, December 2009, Reprint R0912D.  Dyer, J. H., Gregersen, H. B., Christensen, C. M. (December, 2009). The innovator’s DNA: Five discovery skills. *Harvard Business Review*, Reprint R0912E. [Part of a “Spotlight on Innovation” issue. See also, O’Connor, G.C., Corbett, A., Pierantozzi, R. (December 2009). Create three distinct career paths for innovators. *HBR* Reprint R0912G).]  Katzenbach, J., and Harshak, A. (2011) Stop Blaming Your Culture. *Strategy+Business*, Booz & Co., Spring 2011, Issue 62, 35-43. Reprint # 11108 http://www.strategy-business.com/article/11108  Why Culture is Key: The Global Innovation 100. *Strategy+Business*, Booz & Co., Winter 2011, Issue 65, pp. 31-45. Reprint # 11404 http://www.strategy-business.com/article/11404  Murphy, C. (May 30, 2011). Innovation atrophy. *Information Week,* pp 23-29.  Coleman, P. T. and Deutsch, M. (2006). "Some guidelines for developing a creative approach to conflict:" pp 402 -- 435. In M. Deutsch, P. T. Coleman, and E. C. Marcus, eds. *The handbook of conflict resolution: theory and practice*. 2nd edition. San Francisco, CA: Jossey Bass.  Johnson, D. W., Johnson, R. T., and Tjosvold, D. (2006). "Constructive controversy: The value of intellectual opposition:" pp 69 -- 91. In M. Deutsch, P. T. Coleman, and E. C. Marcus, eds. *The handbook of conflict resolution: theory and practice*. 2nd edition. San Francisco, CA: Jossey Bass.  Books:   1. Bennis, W. & Beiderman, P. W. (1998). *Organizing genius: The secrets of creative collaboration*. New York, NY: Basic Books. 2. Bratton, W. & Tumin, Z. (2012). *Collaborate or perish: Reaching across boundaries in a networked world.* New York, NY: Random House. 3. Csikszentmihalyi, M. (2003). *Good business: Leadership, flow, and the making of meaning*. New York, NY: Penguin. 4. Edery, D., & Mollick, E. (2009). *Changing the game: How video games are transforming the future of business.* Upper Saddle River, NJ: Pearson Education, Inc*.* 5. Goffee, R, & Jones, G. (2009). *Clever: Leading your smartest, most creative people*. Boston, MA: Harvard Business Press. 6. Gray, D., Brown, S., & Macanufo, J. (2010). *Gamestorming: A playbook for innovators, rulebreakers, and changemakers.* Sebastopol, CA: O'Reilly Media, Inc. 7. Harvard Business Essentials. (2003). *Managing creativity and innovation.* Cambridge, MA: Harvard Business School Publishing. 8. Iyengar, S. (2010). *The art of choosing.* New York, NY: Hachette Book Group. 9. Johnson, Steven (2010). *Where good ideas come from: The natural history of innovation.* New York, NY: Riverhead Books, Penguin. 10. Kegan, R. & Lahey, L. L. (2009) *Immunity to change.* Cambridge, MA: Harvard Business Review Press. 11. Langer, E. J. (1989). *Mindfulness*. Boston, MA: Perseus. 12. Lehrer, J. (2012). *Imagine: How creativity works.* Boston, MA: Houghton Mifflin Harcourt. 13. Logan, D., King, J., Fischer-Wright, H. (2008). *Tribal leadership: Leveraging natural groups to build a thriving organization.* New York, NY: Harcourt Collins. 14. McGonigal, J. (2011). *Reality is broken: Why games make us better and how they can change the world.* New York, NY: Penguin. 15. Meyer, P. (2010). *From workplace to playspace*. San Francisco, CA: Jossey-Bass. 16. Madson, P. R. (2005) *Improv wisdom.* New York, NY: Random House. 17. Michalko, M. (2006). *Thinkertoys: A handbook of creative-thinking techniques (2nd Edition).* Berkeley, CA: Ten-Speed Press. 18. Nierenberg, R. (2009). *Maestro: A surprising story about leading by listening.* New York, NY: Penguin. 19. Pink, D. H. (2009). *Drive: The surprising truth about what motivates us.* New York, NY: Riverhead Books. 20. Reeves, B., & Read, J. L. (2009). *Total engagement: Using games and virtual worlds to change the way people work and businesses compete.* Boston, MA: Harvard Business Press. 21. Sawyer, R. K. (2012). *Explaining creativity: The science of human innovation, 2nd edition*. New York, NY: Oxford University Press. 22. Schulz, K. (2010). *Being wrong: Adventures in the margins of error.* New York, NY: Harper Collins. 23. Seelig, T. (2012). *inGenius: A crash course on creativity.* New York, NY: HarperCollins. 24. Senge, P., Scharmer, C. O., Jaworski, J., & Flowers, B. S. (2004). *Presence: Human purpose and the field of the future.* New York, NY: Random House. 25. Ury, W. (2000). *The third side: Why we fight and how we can stop (a.k.a. “Getting to Peace”).* New York, NY: Penguin. |

**A Note About The Readings:**

Looks like a lot? Get started and then decide what you think. The readings include lots of white space, chapter dividers, and interesting examples -- none is a slow slogging text.

Back at work, when you are persuading teams and organizations to maximize their creativity and collaboration, you will be able to support your assertions with research and practical tools from these readings. As we collaborate during the semester, you are likely to find other resources and are welcome to negotiate changes to the readings.

Related readings are listed to give you areas for further study, as interested, and to give you references for some of the ideas shared in class. Don't be surprised if you find that you want to keep deepening your knowledge in creativity and collaboration after the course is over. You are also likely to find good information for your research paper in this list!

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| **Assignments***You can achieve a total of 100 Points:****Participation (35 points)*** Given the interactive and experiential nature of this course, active participation is a critical course requirement. At minimum, participation will be measured by attendance and “engagement” as jointly evaluated by you and the instructor, and by bringing homework assignments to class.   * Because groups lead the learning method practice areas, groups will assign the homework for these methods. This means that group-designed homework assignments for each of the learning methods are not identified in this syllabus. Doing peer-assigned homework is part of your participation grade. * Class 2 Homework: Complete and turn in copies of your self-assessments * Class 3 Homework: 1 paragraph summary of a play-date you kept with yourself * Class 4, 5, 7, 8: Timely submission of the main course assignments (defined below) * Class 8 Homework: Complete a survey on your participation. This survey includes how you contributed to the class goals, how you supported the other leadership learning teams besides your own, and what you did to maximize your own learning.   ***Leadership (20 points)***  You will be part of a small leadership team responsible for the design and implementation of one key learning method used in the class [collaboration space, self-awareness, brain gym, field trips, knowledge distillery]. You will receive 0-10 points from your fellow team members for your creative and collaborative contributions to the group. All members of your team will receive 0-10 points from the rest of the class on how well your team lead the class in using your learning method.  The five leadership learning teams include:  **1. BRAIN GYM LEADERSHIP TEAM - Your mission is to create the opportunity for every person to exercise and build creative muscle and in so doing, inspire confidence in, and ownership of, his or her continued development.**   1. Provide structure for each person to practice and develop his or her creative capacities 2. Provide motivation for each person to practice and develop his or her creative capacities 3. Connect what you do to the readings, especially the 8 Steps in the Sawyer text, *Zig Zag* and Carson's 7 *Brainsets* 4. Define what "100% Participation" looks like and achieve it 5. Be prepared to describe how you used the course material as a TEAM to succeed   NOTE: You can have up to 90 minutes total class time during classes 2 through 6 for in-class gymnastics. Collaborate with Pam for the dates/times you prefer. Offering options for people to use outside of class will also help you achieve your goals.  **2. SELF-AWARENESS LEADERSHIP TEAM - Your mission is to give people experience using self-awareness practices that enable them to observe, understand, appreciate, and build on creative and collaborative experiences during the semester.**   1. Provide structure for each person to practice his or her self-awareness skills with focus on creativity and collaboration experiences 2. Inspire / motivate people to make use of the structures you design 3. Define what "100% Participation" looks like and achieve it 4. Be prepared to describe how you used the course material as a TEAM to succeed   NOTE: Brief amounts of class time can be negotiated; expectation is that structure will support self-awareness practices outside of class.  **3. CLASS COLLABORATION SPACE LEADERSHIP TEAM - Your mission is to create, maintain, and inspire use of a collaborative space where everyone communicates, share ideas, and collaborates.**   1. Provide structure for communication 2. Inspire and motivate people to use the structures you provide 3. Define what "100% Participation" looks like and achieve it 4. Be prepared to describe how you used the course material as a TEAM to succeed   NOTE: There is no budget for this work.  **4. FIELD TRIP LEADERSHIP TEAM - Your mission is to facilitate maximum growth and learning from the Field Trip class assignment.**  Each person (alone or collaboratively) has a class assignment to interview a person or people on creativity and collaboration. Due November 23, 2013. Your leadership team goals are to:   1. Provide input to & support of the creative process for finding & choosing field-trip sites and for performing an effective interview and site visit 2. Inspire risk-taking 3. Measure growth and learning 4. Achieve 100% on-time delivery on November 23, 2013 5. Be prepared to describe how you used the course material as a TEAM to succeed   NOTE: Since this is a class assignment, 100% participation is assumed.  **5. KNOWLEDGE DISTILLERY TEAM - Your mission is to facilitate maximum growth and learning from the reading assignments.**  Your leadership team goals are to:   1. Use the Class Collaboration Space to share insights from the readings 2. Inspire attention to readings and provoke discussion 3. Measure engagement with the class materials/ readings 4. Achieve 100% participation however you define this 5. Be prepared to describe how you used the course material as a TEAM to succeed   NOTE: Brief amounts of class time can be negotiated; expectation is that you will stimulate learning from the readings outside of class.  ***Research Application Paper (15 points)***  This is an individual or collaborative paper in which you define, develop, and make plans for advancing a problem or possibility that matters to you by applying techniques and research from the creativity and collaboration literature.  To achieve 15 points, you must accomplish three things:   1. CONTENT: Tell the story of why this problem or possibility matters to you, how you refined the question, what ideas from the creativity and collaboration literature shape your thinking about the question, your ideas for advancing the problem or possibility, and any next steps you plan to take. 2. PRACTICE: Demonstrate use of at least 5 practices from the text, "Zig Zag" in developing your problem or possibility topic and in creating solutions or plans. Cite the Step, Practice, and Page # of each. 3. REFLECTION: Reflect on the creative/collaborative processes you used to do this assignment. What did you learn about your own creative capacities? Which of Sawyer's 8 steps were useful or difficult? Which of Carson's Brainsets did you deliberatively invoke? Why? What happened? Record your observations and the implications for your creative/collaborative development.   **Paper Bonus Points:** Up to 5 Bonus Points awarded if, by the last class, you take some next steps you identified in your paper to advance your problem or possibility. Write what you did and what you learned.  ***Field Trip Summary In Class (10 points)***  Alone or with others choose a creative/ collaborative person or group to interview about their creative and collaborative roles, strategies, and insights. People from any field, any activity are fair game. The most interesting and informative field trips often happen when you take a risk and approach a group or individual who is very different from yourself. "Document” what you learned from the interviews and share the insights in class. (Format up to you.)    ***Self-Refection – Personal Growth Insights and Implications (10 points)***  **Part A.** Evaluate learning and growth in a written paper (or “document” reflections in another mode of expression) due at the end of the course. You must connect your personal insights to at least THREE ideas from the class readings. Cite the readings with author, title, and page number. **Part B.** Include a set of goals and plans for what you will do to expand and apply knowledge and skills in leading creative collaborative groups in the future.  ***Class Evaluation of Accomplishing the Organization’s Mission (10 points)***  You will discuss and then rate the return on your investment as student-owners of the organization. Course Feedback to the Instructor is required in order to be awarded the class return-on-investment points.  **Note: There is something to submit for every class except Class 6 - Nov. 9** |

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| **Assignment** | **Due Date** | **Grade** |
| ***Participation*** | All Semester   * Self-assessments **Class 2** Sept. 14 * Play-date note **Class 3** Sept. 28 * Participation survey & new self-assessments **Class 8** Dec. 14 | 35% 35 points |
| ***Leadership Learning Teams*** | All Semester   * **Class 7** Nov. 23 Design your team and class evaluation questions * **Class 8** Dec. 14 Give feedback to your team and each of the other learning teams using the questions they design | 20% 20 points |
| ***Research Application Paper*** | Final Due **Class 5** Oct 26   * Problem or Possibility Statement Due **Class 4** Oct. 12 | 15% 15 points |
| ***Field Trip Summary*** | **Class 7** November 23 | 10% 10 points |
| ***Self-Reflection Insights and Implications*** | **Class 8** December 14 | 10% 10 points |
| ***Class Evaluation*** | **Class 8** December 14 in-class and online feedback | 10% 10 points |
| **Total Grade** |  | **100% 100 points** |

# **Ethical Conduct**

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| The following statement is printed in the Stevens Graduate Catalog and applies to all students taking Stevens courses, on and off campus.  “Cheating during in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Graduate Academic Evaluation Board exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term ‘academic impropriety’ is meant to include, but is not limited to, cheating on homework, during in-class or take home examinations and plagiarism.“  Consequences of academic impropriety are severe, ranging from receiving an “F” in a course, to a warning from the Dean of the Graduate School, which becomes a part of the permanent student record, to expulsion.  *Reference: The Graduate Student Handbook, Academic Year 2003-2004 Stevens*  *Institute of Technology, page 10.*  Consistent with the above statements, all homework exercises, tests and exams that are designated as individual assignments MUST contain the following signed statement before they can be accepted for grading. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination. I further pledge that I have not copied any material from a book, article, the Internet or any other source except where I have expressly cited the source.  Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_  Please note that assignments in this class may be submitted to [www.turnitin.com](http://www.turnitin.com), a web-based anti-plagiarism system, for an evaluation of their originality. |

**Course Schedule**

**2013: 1:15 pm to 5:15 pm - 8 classes:** 9/7; 9/ 14; 9/28; 10/12; 10/26; 11/9; 11/23; 12/14

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| **Course Topic** | Assigned Reading & Homework |
| * **Class 1 - 9/7/2013**   **Introduction:** Course overview. Creativity as a discipline: What is Creativity? What is Collaboration? A field of theories, passions, myths, disagreements and surprises.  **Objectives:**  **1.**  Get to know your collaborators for the semester, understand the expectations – yours, your colleagues’, and the professor's, take ownership for a leadership role, take ownership of your learning goals.  2. Understand your beliefs and biases about your own leadership, creativity, and collaboration skills; use self-awareness to set goals; begin leading and working with the group-led practice methods (i.e., class design space, self-awareness, brain gym learning methods, field trips). | **Assigned Reading:**  Sawyer, K. (2013*). Zig zag: The surprising path to greater creativity.* San Francisco, CA: Jossey-Bass. "Introduction": pp 1-18; "Ask": pp 19-48; "Learn": pp 49-72.  Sawyer, K. (2007). *Group genius: The creative power of collaboration.* New York, NY: Basic Books. Introduction & Chapter 1: pp ix–19.  Carson, S. (2010). *Your creative brain*. Cambridge, MA: Harvard Health Publications, Jossey-Bass. Chapter 1, "Wanted: Your creative brain": pp 3-12; Chapter 2, "Your Mental Comfort Zone,": pp 13-38.  Brown, S, MD. & Vaughan, C. (2009). *Play: How it shapes the brain, opens the imagination, and invigorates the soul.* New York, NY: Penguin. Chapter 1, “The Promise of Play”: pp 3–11.  Working Beyond Borders: Insights from the Global Chief Human Resources Officer Study, Executive Summary. IBM 2010. http://public.dhe.ibm.com/common/ssi/ecm/en/gbe03363usen/GBE03363USEN.PDF  **Homework Due At Class 2:**  Take the Brainset Cluster 1 Quiz in Carson, pp 18–24 and, if time, do the Brainset Cluster 2 Exercises in Carson, pp 24–38.  TURN IN COMPLETED INVENTORIES:  1. Brainset Cluster 1 Quiz (and preferred - Cluster 2)  2. Tolerance of Ambiguity Scale  3. Curiosity and Exploration Inventory II  4. Day-to-Day Experiences (Mindfulness) |
| * **Class 2 - 9/14/2013**   **The Brain:** Using it. Changing it. Productive Obsessions. Mindfulness. Play is not the opposite of work. Flow.  **The Senses+:** Visual, spatial, kinetic, auditory, tactile, olfactory, taste, emotion, narrative – ways of knowing, ways of expressing what we “know” and “don’t know.”  **Objective:**  Continue to build a model of human creativity and collaboration capacities and personal awareness of where you are using and expanding these capacities. | **Assigned Reading:**  Sawyer, K. (2013*). Zig zag: The surprising path to greater creativity.* San Francisco, CA: Jossey-Bass. "Look": pp 73-100; "Play": pp 101-128; "Think": pp 129-152.  Sawyer, K. (2007). *Group genius: The creative power of collaboration.* New York, NY: Basic Books. The Collaborative Mind: Chapter 5, “Small Sparks”: pp 77–98; Chapter 6, “Collaboration Over Time”: pp 99–126.  Brown, S, MD. & Vaughan, C. (2009). *Play: How it shapes the brain, opens the imagination, and invigorates the soul.* New York, NY: Penguin. Chapter 2, “What is Play and Why Do We Do It?”: pp 15–46; Chapter 3, “We Are Built For Play”: pp 47–76; [Okay, go ahead, keep reading onward if you feel like it - Chapter 4, “Parenthood is Child’s Play”: pp 77–122, it's not "assigned," but you might like it...]  Carson, S. (2010). *Your Creative Brain*. Cambridge, MA: Harvard Health Publications, Jossey-Bass. Chapter 3, "Tour Your Creative Brain": pp 39–54.  **Homework Due:** Bring your completed inventories to class. **TURN IN...all four...** |
| * **Class 3** **- 9/28/2013**   **Radical Changes In How We Communicate:** Explorers – bring courage, tenacity, improvisation, and creativity to a new world of interacting.  **Objective:** Learn and practice inquiry, advocacy, and collaborative listening skills, as well as methods for leading groups to define and build new communication norms. | **Assigned Reading:**  Sawyer, K. (2013*). Zig zag: The surprising path to greater creativity.* San Francisco, CA: Jossey-Bass. "Fuse": pp 153-172; "Choose": pp 173-193; "Make": pp 193-214.  Brown, S, MD. & Vaughan, C. (2009). *Play: How it shapes the brain, opens the imagination, and invigorates the soul.* New York, NY: Penguin. Chapter 7, “Does Play Have A Dark Side?”: pp 175–194.  Gardner, H. K. (April 2012). "Coming through when it matters most." *Harvard Business Review*, pp 83-91, Reprint R1204E.  Dishman, L. (March 2013). "How extreme transparency can make your team its most productive." *Fast Company On-line* March 11, 2013. http://www.fastcompany.com/3006798/work-smart/how-extreme-transparency-can-make-your-team-its-most-productive  **Homework Due:** Turn in a 1 paragraph description of a play-date you kept with yourself. |
| * **Class 4** **- 10/12/2014**   **Introduction to Groups:** Diversity, Structure, Team Development, Creative Abrasion, Roles of Leaders, Prerequisites for Group Genius.  **Objective:**  Be able to see the strengths and flaws in the design and functioning of your school and work teams and identify alternatives. Reframe your personal leadership role in teams. | **Assigned Reading:**  Sawyer, K. (2013*). Zig zag: The surprising path to greater creativity.* San Francisco, CA: Jossey-Bass. "Conclusion": pp 215-228.  Leonard, D., & Swap, W. (2005). *When sparks fly: Harnessing the power of group creativity.* Boston, MA: Harvard Business Press. Chapter 1, "What is group creativity?": pp 1-17; Chapter 2, “Creative Abrasion”: pp 19–50.  Brown, S, MD. & Vaughan, C. (2009). *Play: How it shapes the brain, opens the imagination, and invigorates the soul.* New York, NY: Penguin. Chapter 5, “The Opposite of Play is Not Work”: pp 123–156; Chapter 6, “Playing Together”: pp 157–174.  Edmondson, A. C. (April 2012). "Teamwork on the Fly." *Harvard Business Review*, pp 72-80, HBR Reprint: R1204D.  Ibarra, H. & Hansen, M.T. (July-August 2011). "Are you a collaborative leader?” *Harvard Business Review*, pp 68. HBR Reprint R1107D.  Sawyer, K. (2007). *Group genius: The creative power of collaboration.* New York, NY: Basic Books. Chapter 3 "Group Flow" and Chapter 4 "From Group Think to Group Genius": pp 3–74.  **Homework Due:** Turn in the problem or possibility you are exploring in your research paper. Briefly describe three methods you used from Zig Zag (most likely from the "ASK" chapter) to help you define the problem or possibility. |
| * **Class 5** **- 10/26/2013**   **Analytical and Creative Problem Solving Techniques:** Individual & Group Processes.  **Creative, Collaborative Spaces** – Virtual and physical. Design for creativity. Application of game design to work design.  **Objectives:**  1. Expand your repertoire!  2. Changing the box. | **Homework Due: Research Application Paper** (15 points) - Choice of topics. Integrate research and theory with personal experience to address a problem or possibility.    **Assigned Reading:**  **NOTE** *-- we're covering two big topics this class and you have a paper due. Be realistic. Browse the assigned readings and note which ones you want to come back to, eventually.*  Leonard, D., & Swap, W. (2005). *When sparks fly: Harnessing the power of group creativity.* Boston, MA: Harvard Business School Press. Chapter 3, “Generating Creative Options”: pp 51–94; Chapter 4, “Converging on the Best Option”: pp 95–134.  Leonard, D., & Swap, W. (2005). *When sparks fly: Harnessing the power of group creativity.* Boston, MA: Harvard Business School Press. Chapter 5, “Designing the Physical Environment”: pp 135–162; Chapter 6, “Designing the Psychological Environment”: pp 163–206.  Sawyer, K. (2007). *Group genius: The creative power of collaboration.* New York, NY: Basic Books. Chapter 8, “Organizing for Improvisation”: pp 153–178; Chapter 9, “The Collaborative Web”: pp 179–202.  Carson, S. (2010). *Your Creative Brain*. Cambridge, MA: Harvard Health Publications, Jossey-Bass. Chapter 4, "Brainsets and the creative process": pp 55–69; Chapter 13, "Applying the brainsets to real-world creativity": pp 279–292.  Tischler, L. (May 6, 2010). 11 Ways you can make your space as collaborative as the Stanford d.school. *Fast Company*. <http://fastcompany.com/1638692/11-ways-you-can-make-your-space-as-collaborative-as-the-dschool>  http://dschool.stanford.edu/big\_picture/radical\_collaboration.php  Steelcase White Paper, 2010. "How the workplace can improve collaboration." 360Steelcase.com google for PDF  Fayard, A. L. & Weeks, J. (July-August 2011). "Who moved my cube?” *Harvard Business Review*, pp 102. HBR Reprint R1107H. |
| * **Class 6** - **11/9/2013**   **Large Groups:** The collaborative organization. Leading change.  **Objective:** Know what you will advocate and stand up for when designing and leading an organization. | **Assigned Reading:**  Sawyer, K. (2007). *Group genius: The creative power of collaboration.* New York, NY: Basic Books. Chapter 10, “Collaborating with Customers”: pp 203–218.  Cultivating Organizational Creativity in an Age of Complexity: *A companion study to the IBM 2010 Global Chief Human Resource Officer Study.* IBM Institute for Business Value 2011. http://public.dhe.ibm.com/common/ssi/ecm/en/gbe03418usen/GBE03418USEN.PDF  Adler, P., Heckscher, C., & Prusak, L. (July-August 2011). "Building a collaborative enterprise.” *Harvard Business Review*, pp 94. HBR Reprint R1107G. |
| * **Class 7 - 11/23/2013**   **Society and Creative Collaboration:** Science, Business, Education, Government, Medicine, Sports, Music, Literature, Entertainment, Art, Social Entrepreneurship, Nature.  **Field Trip** **Reports**: Learning from observing, questioning and applying.  **Objectives**:  1. As a leader, learn to find insight from everywhere.  2. Learning to Pass it On:Practice sharing insights and extracting maximum learning from peers. | **Assigned Reading:**  Sawyer, K. (2007). *Group genius: The creative power of collaboration.* New York, NY: Basic Books. Chapter 11, “Creating the Collaborative Economy”: pp 219–226.  **Homework Due:**   1. Field Trip Due today. Be prepared to teach the class what you learned from your field-trip 2. Instruct the class on how to give your Leadership Group feedback so they can bring the feedback to class next week. Should summarize to a 0-10 point score for your group from the rest of the class. |
| * **Class 8 – 12/14/2013**   **Integrating**: Personal and group insights from the course; celebrating changing perspectives; owning future leadership goals  **Objectives:**  **1. Learning to Pass it On:** How to lead others by sharing insights in creative, collaborative ways that encourage creative extensions by the “learners.”  **2. Integrate learning** (self, group, “organization”) and practice leading closure for a collaborative team when their task is complete. | **Assigned Reading:**  Brown, S, MD. & Vaughan, C. (2009). *Play: How it shapes the brain, opens the imagination, and invigorates the soul.* New York, NY: Penguin. Chapter 8, “A World at Play”: pp 195–218.  **Homework Due:**   1. Complete whatever feedback process is requested by each of the Leadership Groups. 2. Complete whatever feedback process you designed for giving feedback to the other people in your own Leadership Group. Send a summary numerical score for each person (0-10) to the instructor. 3. Self-Refection – Personal Growth Insights and Implications “document” is due (10 points). This paper/project includes a set of goals and plans for continuing to expand and apply knowledge and skills in leading creative collaborative groups. 4. Complete the “Participation Grade Input” handout and give to the instructor by end of course. (Participation is worth 35 points) 5. Complete the course feedback survey – How well did the organization accomplish its mission? What is your "Return on Investment." (10 points) |

For additional recommended readings listed by class date, see the "Long Version" of the syllabus posted on Moodle.