



**BUS-MHR 390-0010 (LEC 26128)**

## **Personal Creativity and Innovation**

Winter 2012

Monday and Wednesday, 9:30 a.m. – 11:18 a.m.

Schoenbaum Hall 209

**Instructor:** Artie Isaac  
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**Office Hours:** Wednesdays before class from 8:45 a.m. to 9:10 a.m. at:  
[ksa café](#)  
Knowlton School of Architecture  
275 West Woodruff Avenue  
*or by appointment*

**Texts:** **Available at OSU Bookstores or *Amazon.com*:**

- Cameron, Julia, and Bryan, Mark.  
*The Artist's Way: A Spiritual Path to Higher Creativity.*

**Available at OSU Bookstores:**

- 100 sheet, 11" x 9", spiral-bound, college ruled, 1-subject notebook (Roaring Spring Paper Products, Item #32098)

**Available online at Harvard Publishing:**  
<http://cb.hbsp.harvard.edu/cb/access/11592379>

Five cases:

- Thomas J. DeLong and Vineeta Vijayaraghavan  
*Cirque du Soleil*
- Bhaskar Chakravorti and Shirley M. Spence  
*Blue Man Group: Creativity, Life and Surviving an Economic Meltdown*
- Stefan Thomke  
*IDEO Product Development*
- Rosabeth Moss Kanter and Douglas Raymond  
*British Broadcasting Corp. (B): Making It Happen*
- Elizabeth M.A. Grasby and Greg Smith  
*Rotary Cove Beach*

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## Overview

### Course Description

*Personal Creativity and Innovation* (BUS-MHR 390) explores how people, places and practices foster human creativity. Students discuss: What is creativity? How can I become more creative? How can we lead others to greater creativity? Readings include academic, management, spiritual, confessional, business case, and self-development literature on creativity, productivity, happiness, management, and the optimal experience. **Assignments include private daily writings, weekly independent field trips**, and self-assessments of personal creativity. In order to become more creative, students must be willing to look within themselves and share what they find.

### Course Goals

*Personal Creativity and Innovation* seeks to expand our creativity, whether or not we consider ourselves creative. Our goals:

- Define "creativity." An oft-used word, it has come to mean many things. We need a working definition, so that we can achieve a clearly identified goal.
- Discuss methods that contribute to individual, team and organizational creativity.
- Develop a program of continuing study and practice that develops creative mentors, practices and environments.
- Establish an ultimate creative goal for our careers and our lives. Too many college graduates pursue money as a goal or pursue no goal at all. Alumni of this class will have clearly written goal statements for the next five years.

Student learning objectives:

- Make creatives more creative. For the student who is regarded (by self and others) as creative, we will develop a better understanding of (1) how the student got to that point, (2) how the student can expand creative ability, and (3) how to increase the student's productivity and happiness, while decreasing anxiety.
- Find the creative in all of us. For the student who has long thought, "I'm not creative," we will reveal internal creative ability and help the student embrace opportunities to achieve creative goals. *You deserve to be more confident about your creative talent.*
- Manage the creative team. For the students who work with others (by the hour, day, week or life), we will explore team building exercises and practices.
- Grow the creative organization. For the student who works in a larger organization, we will examine case histories for a better understanding of organizational creativity.

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**Overview, continued**

**Former Students Offer Their Perspective**

Here are anonymous SEI comments from four, wonderful, recent students:

- "This was **an interesting adventure of self discovery**, a unique experience that is a MUST! An atypical, entertaining, keeps-your-attention instructor who breaks the norm."
- "A '**can-opener**' for your mind and emotions. Intense and intriguing. Expect to test and develop your emotional maturity in an unorthodox business school setting. Each class is different. You can never get enough; you're not supposed to - this class merely sets things in motion to help you attend to your whole self beyond this class. Don't expect to be uncomfortable forever - you'll begin to like what you discover about yourself."
- "This class challenged me, but also helped me grow as a person. I feel that **the things I learned in this class can be carried with me forever**. This is a class I will never forget."
- "This was **the most mentally stimulating course I have ever taken**."

On the other hand, some students have suggested that I offer some warnings to students who are thinking about taking the class. So, let your expectations be guided:

- "The course can be **unpredictable**." I will lead (and be led) as the classroom conversation strays. Do not expect predictability.
- "The course is **deceptively difficult**." There is much reading and writing. But the work does not have diminishing returns; incremental effort yields incremental gain.

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## Grading

Standards for exams, cases and *Plan for Lifetime Creative Development*:

- A = insightful; business ready; quality (from concept through proofreading) is worthy of showing a client
- B = strong theoretic understanding with insightful application
- C = theoretic understanding without direct application
- D = faulty understanding
- F = little understanding

Individual components:

Midterm examination.....	20%
<i>Morning Pages</i> (two reviews, 5% each) .....	10%
5 = full, presented on time	
4 = full, presented late	
3 = half-full	
0 = not submitted	
<i>Artist Date Reflections</i> (five submissions to Carmen dropbox, 1% each).....	5%
<i>Plan for Lifelong Creative Development (Carry Forth)</i> .....	15%
Final examination.....	20%

Class Participation:

- For helpful, concise, insightful comments during class.....10%
- Note: deductions for class participation will be made for those who are absent for case discussions (2% for each occurrence) or opt-out of case discussions (1% each).

Group components:

Case video analysis .....	20%
<i>Case #1 is for in-class practice. All groups must submit a video analysis for Case #2.</i>	
<i>Submissions of video analyses for Cases #3, #4 and #5 are optional. See page 6.</i>	

**This course offers no "extra credit" exercises. Late work is not accepted.**

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## Grading, continued

### Description of Graded Components

#### *Morning Pages*

When turning in the exams, each student will also present his or her *Morning Pages* (the daily writing of three pages in longhand, as described in "The Basic Tools" introduction to *The Artist's Way*). The instructor will see only that the pages are written — but *not* read the pages, nor retain them. **Please note that the class will use a standard spiral bound notebook.** Grades will be based on quantity: full credit for three pages per day. Deductions for fewer pages.

#### *Artist Date Reflections*

During the second through sixth weeks, the student will submit a weekly reflection on each week's *Artist Date* (as described in "The Basic Tools" introduction to *The Artist's Way*), in 100-150 words submitted as an attachment and also submitted (copied and pasted) as a comment in that week's dropbox on Carmen. *No late submissions will be accepted.*

#### *Plan for Lifelong Creative Development*

Each student will develop a personal plan for lifelong creative development, using the *Carry Forth (Big Version)* worksheet, submitted as an .pdf attachment in the appropriate dropbox on Carmen. **If the plan is submitted in hardcopy (prior to the dropbox deadline), students are required to retain a photocopy or digital file of the completed plan submission, in the event the original plan is lost.**

This well-considered plan will be developed in phases:

- Due on the third Monday: first page only, including the four personal objectives for your creativity, to be achieved within five years: business, personal, community and family. What will you achieve to change the world and make yourself worthy of appreciation (even if you remain anonymous) in your hometown or beyond? How will you change the world, or your small corner of it? What will you do that makes your teachers proud? *Please write your goals as if they were headlines in a local (or other) newspaper.*

**NOTE: many worthwhile objectives — raising a family, developing family relationships — are not newsworthy. This assignment calls for newsworthy objectives.**

- Due on the seventh Monday: the complete document. Details of the *sequential* activities and assignments that will lead to the accomplishment of your objectives. What will you read, what will you study, where will you travel, who will you meet — in order to achieve your objectives?

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***Exams***

The midterm and final exams are take-home, open book, open mind. You may work with anyone else, except others from the class.

Both examinations are applications of the *Go Artie!* brainstorming tool, with the subject revealed by the instructor during the class prior to each exam date. Students complete the Go [Artie]! and submit it in person on the next class (the exam date). **Students are required to retain a photocopy or digital file of the completed examination submission, in the event the original test paper is lost.**

Students will benefit from, of course, clear insightful thinking, but also clear expression and good handwriting.

***Case Preparation and Video Analyses***

Each student is expected to prepare for the class discussion of all four cases.

Students will also be assigned to groups. Group members will work together on case preparation and video analyses. Each group will prepare and submit a video analysis of the second case (*Blue Man Group*). The submission of video analyses for the third, fourth and fifth cases are optional opportunity to replace the grade earned on the second case. (No double jeopardy: the highest grade earned will be used.) The video may not exceed three minutes and must include each student portraying a character describing that character's (1) central challenge, (2) solution, and (3) failing of that solution from that character's perspective.

The video analysis should focus on identifying the key issues, providing a brief analysis of those issues, and recommendations of actions to address those issues. **It should not be a recitation of the facts**, but facts from the case should be used to support the analysis.

***Class Participation Grade***

The instructor will make his own independent and subjective evaluation of student contributions throughout the quarter. This evaluation will be based on the economy, insight and kindness of student contributions to class discussions. (See note at bottom of page 4.)

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**Class Schedule**

Week/Date		Topic	Assignment (due prior to class)
0	Wed 1/4	<b>Course Introduction</b>	Read Course Syllabus. Read through page 24, <i>Artist's Way</i> . Purchase and begin filling your course-approved binder with Morning Pages.
1	Mon 1/9	<b>Discussion of personal creative development</b> <b>Setting The Goal</b> <b>Method for Personal Creativity: Carry Forth</b>	Apply Week 1, <i>Artist's Way</i> . First Artist Date submission due to dropbox by 8 p.m., Sunday, 1/8.
	Wed 1/11	<b>Achieving Happiness, Finding Flow, Avoiding Anger</b>	View Jill Bolte Taylor's <i>Stroke Of Insight</i> .
2	Mon 1/16	<b>No Class</b> <b>Martin Luther King Day</b>	Apply Week 2, <i>Artist's Way</i> . Second Artist Date submission due to dropbox by 8 p.m., Sunday, 1/15.
	Wed 1/18	<b>Innovation in Practice, I</b> <b>Case: Blue Man Group</b>	Prepare <i>Blue Man Group</i> .
3	Mon 1/23	<b>Discussion of personal creative development</b> <b>Method for Team Creativity: Improvisation</b>	Apply Week 3, <i>Artist's Way</i> . Submit first page of <i>Plan for Lifelong Creative Development (Carry Forth)</i> to dropbox by 9 p.m., Sunday, 1/22. Third Artist Date submission <b>also</b> due to dropbox by 8 p.m., Sunday, 1/22.
	Wed 1/25	<b>Brainstorm Day</b>	Read the front pages of the Tuesday, 1/24 editions of <i>The New York Times</i> and <i>The Wall Street Journal</i> .
4	Mon 1/30	<b>Discussion of personal creative development</b> <b>Method for Personal Creativity: Go [Artie]!</b>	Apply Week 4, <i>Artist's Way</i> . Fourth Artist Date submission due to dropbox by 8 p.m., Sunday, 1/29.
	Wed 2/1	<b>Innovation in Practice, II</b> <b>Case: Cirque du Soleil</b>	Prepare <i>Cirque du Soleil</i> . Submit your group's video analysis to dropbox by 8 p.m., Tuesday, 1/31.

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Week/Date		Topic	Assignment
5	Mon 2/6	<b>Discussion of personal creative development</b> <b>Method for Team Creativity:</b> <i>de Bono's Six Thinking Hats®</i>	Apply Week 5, <i>Artist's Way</i> . Fifth Artist Date submission due to dropbox by 8 p.m., Sunday, 2/5.
	Wed 2/8	<b>Brainstorm Day</b> <b>Method for Personal Creativity:</b> <i>Mindmapping</i>	Read the front pages of the Tuesday, 2/7 editions of <i>The New York Times</i> and <i>The Wall Street Journal</i> . Play with Mindnode (or any brain-mapping system).
6	Mon 2/13	<b>Discussion of personal creative development</b> <b>Innovation in Practice, III</b> <i>Case: IDEO</i>	Apply Week 6, <i>Artist's Way</i> . Prepare <i>IDEO</i> . Your group may submit an optional video analysis to dropbox by 8 p.m., Sunday, 2/12.
	Wed 2/15	<b>Brainstorm Day</b> <b>Method for Team Creativity:</b> <i>Group Facilitation</i>	Read the front pages of the Tuesday, 2/14 editions of <i>The New York Times</i> and <i>The Wall Street Journal</i> . View <i>Isabel Allende Tells Tales of Passion</i> .
7	Mon 2/20	<b>Midterm examination (and Morning Pages Review)</b>	Read and apply Week 7, <i>Artist's Way</i> . <b>You must bring your morning pages to the exam.</b> Submit revised and completed <i>Plan for Lifelong Creative Development (Carry Forth)</i> to dropbox by 8 p.m., Sunday, 2/19.
	Wed 2/22	<b>Innovation in Practice, IV</b> <i>Case: IDEO</i>	Prepare <i>British Broadcasting Corp.</i> Your group may submit an optional video analysis to dropbox by 8 pm., Tuesday, 2/21.
8	Mon 2/27	<b>Discussion of personal creative development</b>	Apply Week 8, <i>Artist's Way</i> .
	Wed 2/29	<b>Innovation in Practice, V</b> <i>Case: Rotary Cove Beach</i>	Prepare <i>Rotary Cove Beach</i> . Your group may submit an optional video analysis to dropbox by 8 p.m., Tuesday, 2/28.
9	Mon 3/5	<b>Discussion of personal creative development</b> <b>Artist in the Organization</b>	Apply Week 8, <i>Artist's Way</i> .
	Wed 3/7	<b>Question Time</b> an optional class	
	Wed 3/14	<b>Final Exam</b> <b>(and Morning Pages Review)</b>	<b>You must bring your morning pages to the exam.</b>

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### ***Administrative Issues***

This is provided by the University and is included here as required content:

**Notification of Scores and Final Grades:** The results of any graded materials, including final grades, WILL NOT BE given by the instructor to individual students via phone, U.S. post, e-mail, or verbally in person. Grades will be posted on Carmen. Students may obtain their final grades online by accessing the University Registrar link.

Materials submitted for grading throughout the quarter will be returned to students generally within one week after submission. Students with invalid absences on the return date must retrieve their materials at the instructor's office.

**Disability Accommodation:** Students with disabilities will be given reasonable accommodation and should inform the instructor as soon as possible of their specific needs. Students must be certified by the University Office of Disability Services.

**Appeals:** Grading errors should be corrected. Appeals must be in writing within two weeks after the graded work is made generally available – not the date you first looked at it. If the end of term is within the two-week period, the two weeks will start at the beginning of the next quarter. In general, the entire document will be checked for grading errors, and correcting these could either raise or lower the overall score.

**Academic Misconduct:** Cheating is ground for failing the course and additional sanctions. In accordance with Faculty Rule 3335-5-487, all instances of alleged academic misconduct, illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations and written and oral assignments, will be reported to the Committee on Academic Misconduct, which recommends appropriate sanctions to the Office of Academic Affairs. For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students.csc.asp](http://studentaffairs.osu.edu/info_for_students.csc.asp)).

*end of syllabus*