

ICE
(INNOVATION, CREATIVITY & ENTREPRENEURSHIP)
Course Summary, Teacher Bios and Syllabus
Fall Semester, 2009
MBA 290T.2 and Engineering 290.2
Instructor: Randy Haykin, haykin@haas.berkeley.edu
Class meets **Wed. 4-6 pm, C125 Cheit Hall**

COURSE SUMMARY:

Business “innovation” and “creativity” are terms used frequently in today’s business world to describe companies or projects that go beyond conventional thinking. Many young job-seekers, like those graduating from UC Berkeley, seek jobs with organizations that are creative in the way that they define their business, run HR practices, and compete in the marketplace. These innovative businesses – whether they be corporate “intrapreneurial” projects or small entrepreneurial startups -- and their inspiring leaders are highly valued in today’s market. This course aims to capture the challenge and excitement of these companies and provide students with an opportunity to understand the underpinnings of this innovation.

The **Innovative Organization** designs, develops, markets, sells and finances its product or service in a way that sets it apart from its competitors. In today’s fast-paced Internet- and telephony-driven world, innovation is both a desired trait and a necessity for survival. But how do organizations capture, develop, embrace, and harness innovation? How do employees (often the founders or leaders) bring **creative individualism** to the organization? Highly differentiated and unique business start-ups are often led by a leader who understands how to harness the power of the innovative organization.

The ICE course teaches innovation from three distinct points of view:

- 1) We will examine both “**entrepreneurial**” (start-up and growth) companies as well as larger global organizations with “**intrapreneurial**” departments, projects and “spin-outs.”
- 2) We will chart the **lifecycle and time-line of the typical start-up** and explore innovation at each stage of development from product design to development through manufacturing, to marketing, sales, and finally financing. The course is designed to give students an understanding of where to look for innovation, how to lead within an innovative organization, how to harness “functional” creativity within any department.
- 3) The course also aims to dig deeper than most other business courses at Berkeley, by asking each student to synthesize learnings from the semester into a “**personal innovation plan**” that they can use in their job search and in their future career. The ultimate goal of the course is to change the way each student views him or herself and re-design their focus on career and leadership. Students are expected to leave this course with a better understanding of themselves and how to recognize and drive their OWN creativity in the business setting.

COURSE OBJECTIVES:

This course is designed for students who believe they will one day be involved in a creative, entrepreneurial or “intrapreneurial” (corporate) venture, and would like to understand how they can draw from their own creative skills. It is also appropriate for students who may someday work within an innovative company, such as one in the arts (record label, movie studio), sciences (biotech, clean energy) or Internet (consumer, enterprise).

The objectives for this course are:

- To give students a thorough knowledge of where innovation can be found within the organization, how to recognize it, and how it can be used for competitive advantage. In other words, what makes an organization creative and innovative?
- To provide students an understanding of how they, as future leaders of innovative organizations, can recognize and harness creativity. How do entrepreneurs and intrapreneurs in the most creative global organizations lead? What can these examples of creative organizations and leadership teach us?
- To examine the creative problem solving process and provide access to tools that students can use in their future careers for solving innovation dilemmas and challenges.
- What are the functional elements of the innovative organization and learn from examples for each functional area (product, sales, finance, etc).
- To help nurture each student to design their own personal creativity plan for the business world and apply it to future organizations they will lead.

COURSE STRUCTURE:

The course is divided into five modules:

- **Module one** teaches students an understanding of various definitions and examples of “creativity” and innovation from existing management literature and from a set of example cases that illustrate innovation in many different settings and markets. Students will engage in a series of self-awareness inventories to learn more about their skills and styles related to creativity.
- The **second module** explores leadership of the creative organization and various leadership styles through a series of cases and presentations by creative leaders. Students will simultaneously learn their leadership “styles” that can be applied to the creative organization.

- **Module three** of the course will explore “functional innovation and creativity” by exploring creative endeavors and examples in all functions of the organization, from product development to finance. The module shifts to a focus of innovative business models in its final two lectures. Students will learn first-hand a method called the “creative problem solving process” (CPSP) to apply to creative challenges in their future management careers.
- The **fourth module** of the course explores the role of culture and social environment on organizational innovation, through case studies, readings and in-depth classroom discussions about geographic regions and societies of the world that have spawned or discouraged innovation. Students will consider the type of company and location they’d like to focus on for their future job search(es).
- The **fifth module**, the “Self-Awareness” module, takes place throughout the semester as other modules are completed. Students will be asked to construct their own creative plan (“personal innovation plan”) by synthesizing their personal learnings from the readings, lectures, speakers, personal inventories and written journals through the semester

REQUIRED READING:

The course will require a rigorous self-assessment as well as heavy reading load. Students will be required to familiarize themselves with the breadth of readings on creativity and the organization (see required and additional reading lists below), as well as participate in lively class discussions that will be personally challenging.

The course approach includes readings, cases, discussions, exercises, individual assessment and journaling, and group projects (see attached syllabus for details). We will draw from books on the theory of creativity, case studies of innovative organizations and leaders, and guest lecturers from a variety of creative industries, organizations and perspectives.

Several seminal books have been written on the topic of Creativity, Innovation and Entrepreneurship and this course will be somewhat heavy on (fun and helpful) reading. We will have required readings from the following books:

1. Creativity – Mihaly Csikszentmihalyi
2. The Medici Effect – Frans Johansson
3. Entrepreneurial Wisdom - Renn Zaphiropoulos
4. Jack’s Notebook - Gregg Fraley
5. When Sparks Fly – Dorothy Leonard & Walter Swap
6. StrengthFinder - Gallup (Note: this book & online assessment is being provided by the MBA program administration gratis to all registered students)
7. PDF Excerpts from Lateral Thinking – Edward DeBono

8. PDF Excerpts from How to Think Like Einstein – Scot Thorpe
9. PDF Excerpts from Conceptual Blockbusting – James Adams
10. PDF Excerpts from Creating Minds – Howard Gardner

REQUIRED WRITING

In addition to reading students writing is expectation will be part of this course:

Journals: Each student will be asked to maintain a journal during the semester for tracking critical learnings, thoughts from readings and class discussion. You will be asked to record ideas generated from the materials in this class and the online assessments that each student will take and interpret. The journal should be a living document that can include thoughts, feelings, drawings, pastings, photos, etc.

The integration of materials/thoughts from this journal (which will be handed in at the end of the semester as part of Final Project grade) will culminate in the “Personal Innovation Plan”.

Assignments: students will be given 2-3 short writing assignments during the class that will include writing exercises.

Personal Innovation Plans: at the end of the semester, each student will submit a written or video-taped PIP (Personal Innovation Plan), details of which will be provided during the semester. The Plan will integrate learnings from the semester, scores from self-assessment and will address areas of leadership, team contribution and personal development.

Alternatives to PIP: For a select group of students who enjoy research, there will be several research topics on Creativity and Innovation that the Professor will offer as substitutes to the Final PIP to a select number of you that demonstrate superior writing & research backgrounds and skills. These may include research and writing on famous entrepreneurs/creative teams and creative start-up companies or corporations. This will be discussed by week 5 of the course.

GRADING

The course grade is based on the following scheme:

Class participation, includes instructor’s evaluation of preparedness/quality	40%
Three assignments (10% each)	30%
Journal and Personal Innovation Plan	30%

SYLLABUS (Subject to changes based on speaker availability)

Class 1 Introduction to Innovation and Creativity in Entrepreneurship

Aug 26 Introduction to the semester; Review of Syllabus and Reading List; Expectations for grading; Description of Assignments and Activities to Assess Student Learning and Creativity; Guidelines for Journaling. The “Who”, “What” and “Where” of creativity.

Readings and Materials:

Creativity – Csikszentmihalyi – Ch. 1-3

“Creativity: A Key Link to Entrepreneurial Behavior,” Ko (HBS BH244)

“How Pixar Fosters Collective Creativity, (HBR reprint R0809D)

FastCompany article: “The 6 Myths of Creativity” - -

- See: <http://www.fastcompany.com/magazine/89/creativity.html>

RH Lecture: Introduction & semester expectations; Intro to creativity; Entrepreneurship vs. intrapreneurship

Class 2 Theories on Creativity & Innovation

Sept 2 Introduction to several seminal theories; Discussions on innovation in the organization; Framework for Innovation and Creativity in the organization

Readings and Materials:

“The Discipline of Innovation,” Peter Drucker (HBR reprint R0208F)

The Medici Effect – Frans Johansson – Ch. 1-3

RH Lecture: Theories of creativity and global experts; Framework for studying creativity within the growth organization; intrapreneurship vs. entrepreneurship.

Guest Speaker: Lee Lorenzen, Founder of Altura (and 11 other companies)

Class 3 Leading the Creativity Organization

Sept 9 Discussions of innovative leadership styles for the in the entrepreneurial organization; exploration of 5 leaders in the organizations; Key principles of leadership for unlocking creativity

Readings and Materials:

Case: “Renn Zaphiropoulos” (HBS 9-480-044)

“Creativity and the Role of the Leader,” Teresa Amabile (HBR reprint R0810G)

RZ Lecture: Creativity and leadership; creativity tips and practices of the masters; leadership style in innovation.

Assignment #1: Leadership & Innovation: handout/questions from Renn.
Due by start of class on Sept 23.

StrengthFinder & FourSight online codes passed out

Class 4 Solving Intrapreneurial/Entrepreneurial Problems

Sept 16 A look at the lifecycle of the start-up at how entrepreneurial & intrapreneurial organizations can be arranged for optimal creativity through the lifecycle; review of the “Creative Problem Solving Process” (CPSP) with Gregg Fraley.

Readings and Materials:

Jack's Notebook – Fraley – pp. 1-100 (complete book by 9/16, Class 5)
Creativity – Csikszentmihalyi – Ch. 4
When Sparks Fly – Leonard/Swap – pp. 1-134
How to Think Like Einstein –Thorpe – pp. 1-54

RH Lecture: Lifecycle of the start-up; creative problem solving process.

Guest Speakers: Gregg Fraley – author/consultant (www.greggfraley.com)

Assignment #2: Creative Problem Solving in teams/groups. Due at start of class 8 (October 14) and five teams will present on Oct. 21.

Class 5 **Functional Creativity: Design and Product (potential to meet in Palo Alto)**
Sept 23 Focus on the classic 3M and IDEO cases for Discussion of Creativity in the Design and Product Development Function; framework for ideation in product realm.

Readings and Materials:

Case: Tesla Motors (watch online video before class)
“Design Thinking,” Tim Brown, IDEO (HBR reprint R0806E)

Watch “The Deep Dive” at:

- <http://www.youtube.com/watch?v=z6z-3ejvvGE> (part 1)
- <http://www.youtube.com/watch?v=THz6kbcgw9E&NR=1> (part 2)
- <http://www.youtube.com/watch?v=qTf18QAEkcY&NR=1> (part 3)

Jack's Notebook – Fraley – finish reading book

Lecture: Creativity and innovation in the R&D and Manufacturing processes. Examples of innovative companies in numerous sectors

Guest Speaker: Whitney Mortimer, (CMO, IDEO)

Possible field trip to Palo Alto – TBD.

Class 6 **Managing & Developing the Creative Organization**
Sep 30 Discussion & readings on how to foster creativity within the organization and the “human equation”.

Readings and Materials:

“Managing for Creativity,” Richard Florida (HBR reprint R0507L)

“How to Kill Creativity,” Teresa Amabile (HBR reprint 98501)

Entrepreneurial Wisdom - Zaphiropoulos – select your 5 favorite thoughts

RZ Lecture: The “Human Equation” – how to foster creativity within the organization.

Student Presentations: Presentations by 3-4 students in class with Homework #1 assignment.

Class 7 Functional Creativity: Human Resources, Company Culture & Unusual Workspaces

Oct 7 Class focus on how companies creatively organize the workforce to meet the challenges of innovation; Innovative work environments explored; Creative approaches to HR and recruiting.

Readings and Materials:

Case: Netflix HR (watch online video before class)

“Keeping Google Googley” – Wagonfeld (HBS 9-409-039)

“Managing for Creativity” – Amabile (HBS 9-396-271)

When Sparks Fly – Leonard/Swap – pp. 1-134

Creativity – Csikszentmihalyi – Ch. 6

Google article in Fortune:

- http://money.cnn.com/2007/01/05/magazines/fortune/Search_and_enjoy.fortune/

RH Lecture: Elements of innovation in the workspace and HR

Class 8 Innovative Business Modeling

Oct 14 Examination of theory on business models, and practical examples of game-changing business models. Discussion of StrengthFinder

Readings and Materials:

Case: Reply Inc. (watch online video before class)

“How to Describe and Improve Your Business Model” – Osterwalder paper

“Why Business Models Matter” (HBR reprint R0205F)

RH Lecture: Business modeling and elements of innovation.

Guest Speaker: Karen Miller, Partner, KMA (StrengthFinder assessment)

Class 9 The corporate environment, “Intrapreneurship” and Innovation

Oct 21 Focus on creativity & innovation in the larger company environment; dissecting the incubation process through example of AOL, Paramount and Idea Lab.

Readings and Materials:

When Sparks Fly – Leonard/Swap – pp. 135-206

Conceptual Blockbusting – Adams – pp. 175-199

“Innovation: the Classic Traps,” Rosabeth Moss (HBR reprint RO611C)

“The Start-Up Factory”, Inc. Magazine, Feb 1997, Bill Gross

- <http://www.inc.com/magazine/19970201/1166.html>

RH Lecture: Corporate innovation and the incubation process.

Student Presentations: Presentations by 3-4 teams in class for Homework #2 (Creative Problem Solving team) assignment. Gregg Fraley to join via Skype.

Class 10 Personal Creativity Tools

Oct 28 Discussion and lecture on interpretation of personality and creativity tests and how to apply them personally (StrengthFinder, FourSight, MBTI, etc). Concept of “Life-Mapping” is used to assist each member of the class in organizing their own Personal Innovation Plan.

Readings and Materials:

Motivating Creativity in Organizations: Teresea Amable (HBR: CMR096)
Your Thinking Profile” (FourSight assesement) – pp. 1-20

RH Lecture: Lead group exercise on life-mapping

Guest Speakers: Gerard Puccio, CEO/Founder, FourSight (via Skype)

Student Presentations: Presentations by 3-4 teams in class for Homework #2 (Creative Problem Solving team) assignment.

Class 11 Creative Alliances & Social Networks & Collaborative Creativity

Nov 4 Discussions on the role of informal and formal (online and offline) social networks and how they are shaping. Theories of Collaborative creativity.

Readings and Materials:

Re-read: “How Pixar Fosters Collective Creativity, (HBR reprint R0809D)

Additional readings to be assigned prior to class via bSpace

RH Lecture: Review of innovation in marketing – social networking

Assignment #3: Outlines and/or First Drafts for “Personal Innovation Plans” are due.

Class 12 Veterans Day – no class

Nov 11

Class 13 Tools for Problem-solving

Nov 18 A review of tools used for organizational creativity for Problem definition, Ideation, Brainstorming and Lateral Thinking.

Readings and Materials:

Creativity Step by Step,” Twyla Tharp (HBR reprint R0804B)

How to Think Like Einstein – Thorpe - pp. 1-54

Lateral Thinking - Edward DeBono – pp. 25-121, 149-165

Handout – Michael Ray material – **readings to be handed out**

RH Lecture: Review of seminal tools used successfully in business for creative problem solving and innovative design across many functions.

Class 14 Managing Global Creativity

Nov 25 Discussions of ways to globally lead innovation; Issues related to current global leadership including the virtual organization, outsourcing, and managing the product life-cycle across international boundaries

Readings and Materials:

Case Study : Digital Chocolate (case posted late semester, watch video)

“The Global Entrepreneur” Isenberg (HBR reprint R0812J)

Videos: “The World Is Flat” and “World is Flat 3.0” (Thomas Friedman)

- View: <http://mitworld.mit.edu/video/266> (75 minutes)

- View: <http://mitworld.mit.edu/video/519> (48 minutes)

RH Lecture: Businesses innovation in a global economy; a look at outsourcing, software-as-a-service and entrepreneurship.

Class 15 Model Yourself – Great Creative Leaders

Dec 2 A look at some of the all-time great creative leaders and what qualities made them successful or impactful.

Readings and Materials:

Creativity – Csikszentmihalyi – Ch. 4

Creating Minds – Gardner – pp. 3-45; and 88-185

Class 16 Personal creativity-class share; Course Review

Dec 9 Individual presentations on their own creative paths; review of key course material with PPT handouts

Student Presentations: Personal Innovation Plans - Presentations by pre-selected 5-10 students in class with Final Papers and Assessments.

Readings and Materials:

No readings this week.

Class 15 Final Presentations (week of Dec. 12)

Students will spend the week coming in to present their final Personal Innovation Plans to the professor.

Student Presentations: Personal Innovation Plans - Presentations by pre-selected 5-10 students in class with Final Papers and Assessments.

INSTRUCTORS BACKGROUNDS:

The course offers a very comprehensive set of readings, cases, discussions, exercises, and individual assessment of what it means to lead and work for an innovative organization. The instructors offer both training and hands-on experience in this arena.

Randy Haykin – Haykin@haas.berkeley.edu

Currently on the faculty at the Haas School, Randy has taught New Venture Finance since 2007. Randy has nearly 30 years of experience in entrepreneurial and intrapreneurial organizations. He was the Founding VP Sales/Marketing at Yahoo!, followed by a 12-year career developing and leading his own venture capital fund (Outlook Ventures - \$200M under management). While in previous roles at Apple Computer, Paramount/Viacom and AOL, Randy was responsible for internal (“intrapreneurial”) endeavors at each of these organizations – several of which were spun out to form new units or companies. Randy has lectured or taught classes at Brown, Harvard B-School, Stanford, and University of Edinburgh. In addition to his MBA from Harvard Graduate School of Business, Randy’s undergraduate degree at Brown University was in Organizational Behavior and Management. Randy is also a graduate and long-time participant in the Creative Education Foundation programs (annual meetings and seminars on many topics of creativity) – <http://www.creativeeducationfoundation.org/>.

Renn Zaphiropoulos – zaph@inxsnet.com

A retired serial entrepreneur from the Silicon Valley, Renn sold his last start-up Versatec to Xerox and later ran the Xerox Parc division. Renn’s story is recounted in the class HBS Case “Renn Zaphiropoulos”. Renn is a painter, a rancher, furniture designer, guitar craftsman, virtuoso musician, collector and corporate visionary for many boards he has participated on. Renn is currently an Adjunct Professor of Business at Southern Utah University, and has lectured on around the world (for both corporations and universities) on the topics of leadership, creativity and entrepreneurship. Renn’s book on creative leadership, Entrepreneurial Wisdom, is one of the required readings for this course.