

Hough Graduate School of Business
University of Florida



MAN6930 Creativity: The Art of Divergent Thinking
Summer 2022

INSTRUCTOR INFORMATION

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COURSE OVERVIEW AND DESCRIPTION

Organizations thrive when they can employ creativity and satisfy customer needs. In this course, we begin with you and address the key question, “how do we cultivate creativity?” All too often, we dismiss our personal creativity with phrases like: “I’m not creative.” or even “I’m the least creative person I know.” Humans are born creative. You are creative. It may have been some time since you exercised your creative muscles, and while atrophied, they are there.

You are not alone in your views about creativity, many feel as you do. In large part because throughout education, we have been trained extensively in convergent thinking. We have become masters at identifying what “should” be seen or understood and addressing the obvious questions. However, creativity requires both convergent and divergent thinking. Divergent thinking leads to a boon in idea generation whereas convergent thinking relies on heuristics to identify the “correct” response.

Fortunately, research has demonstrated repeatedly that when we work on our personal creativity, we can and do improve. This course is designed to provide a systematic framework for enlarging the student’s divergent thinking skills. To work, you must make a commitment. You must decide here and now that you want to strengthen your creativity muscles and you are willing to do the work. It is not easy. It may feel uncomfortable but like exercise, if diligent, this course will provide the opportunity to develop a very specific set of skills that promote divergent thinking. The more dedicated one is to each assignment; the more likely creative confidence will emerge. The entire course is designed to provide the exercise to begin strengthening those muscles. We will cover topics including: observation, framing, problem definition, ideation, identifying obstacles and understanding constraints, evaluation, and selling your idea. The course uses numerous exercises to stimulate creativity.

Learning Objectives

1. Develop divergent thinking skills
2. Understand processes and methods for creative problem solving
3. Improve cognitive flexibility and originality
4. Identify and address contingency variables that affect creativity
5. Apply divergent and convergent thinking to problems yielding creative solutions

Requirement	Potential Points
Quizzes	100
Project	175
Activities/Discussion Boards	100
Potential Total	375

Quizzes 100 points (25 points each)

Four quizzes will be required during the term. Quizzes will cover assigned readings and lectures. The content will be cumulative from the beginning of the course and cover material discussed, assigned, viewed, or otherwise referenced but the emphasis will be the material covered during the period specified. You may use your notes, but you may **not** use the textbook or the assigned articles. The quiz dates are listed on the schedule. Quizzes contain multiple choice questions. There are no make-up quizzes.

Activities & Related Discussion Boards 100 points (10 points each)

All Activities are required assignments that will be submitted through the assignments function. Some of the activities will be visible to all the students in the class. **All activities are required. To receive any credit all must be completed.** Read the instructions of each board carefully. You must follow instructions. The activities boards are assessed by execution and timely completion. If the activity has been completed according to the instruction, and an appropriate response posted on the activity board, you receive credit for the activity.

NOTE: There are not late submissions for the activity board as it will close at the end of the assigned period.

Project: Pushing Out of the Comfort Zone 175 points

During this course, you must engage in eight (8) novel experiences. By “novel”, I mean the activity is new to you. The activities will vary depending on your past experiences as each must be a new experience for you! Give yourself permission to push your own boundaries. Be adventurous and playful. Give yourself permission to create an experience for at least one hour (for each experience).

If you have never held a staff meeting outside, do it. If you have never conducted a meeting where everyone stands for the entire session, do it. If you do not draw, pick up a pencil and sketch a flower for an hour and do not erase: what you create, is what you create. The only person to see your work will be me and anyone with whom you share it.

This project should be both fun and a little bit “scary” as we push outside our comfort zone and enter our learning zone. The most memorable experiences are likely accompanied by the possibility of crossing into the panic zone. **Each experience must be accompanied by a “selfie” and a 150 discussion of the influence on creativity.** (See the project assignment page for the specific requirements. The number one reason students do not excel on the project is that they do not follow the instructions.)

A final summary is required. You are to take a 30,000-foot view of the project experiences and jointly consider them. Address the question: “What did I learn about creativity from all the “pushing your comfort zone experiences”,” in 200 words or less.

If you have difficulty identifying eight (8) experiences, you will find a host of examples in the textbook. The only constrain is that you may not use any of the activities assigned in class.

The detailed requirements for the Project are posted on the Project Assignment Page.

COURSE POLICIES

Academic Integrity You are required to abide by the Guidelines which have been accepted by the University. Students are expected to pursue knowledge with integrity. The conduct set forth as violation of the Academic Honesty Guidelines (University of Florida Regulation 4.040) includes [plagiarism](#), receiving inappropriate assistance on exams, and inappropriate assistance on assignments. It also includes searching the internet for content covered in the course be it the exam content or the simulation. Any violation of the [Student Honor Code](#) will result in academic sanctions and further student conduct action. Students should be aware of course policies on collaboration, should understand how to properly cite sources, and should not give nor receive an improper academic advantage in any manner though any medium.

The Honor Pledge

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code. On all work submitted for credit by Students at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

For individual work, a student who violates the honor code on quizzes or individual assignments, will receive a zero on the assignment and referred to the Dean of Students.

Late Assignments You are expected to submit all assignments on time. Activity assignment due dates represent the last moment when an activity may be submitted. You may submit anytime during that week. No late submissions for Activities are accepted. Missed Activities will result in a zero for all activities. No late quizzes will be accepted.

The project must be submitted by assigned deadline, there is as 20% penalty per day for late assignments.

e-Mail Correspondence The E-learning Mail tool will be used for all electronic communication. I check it regularly. To ensure I receive your message and I can respond before your deadline, please email me at least 24 hours before you need a response.

Grading The following principles govern grading in this course:

- The requirements of the course are identical for everyone. This means no “make up” work or “extra credit” work to compensate for poor performance.
- Complete assignments are due on or before the date and time specified.
- Course grades will be assigned according to the following distribution:

Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade
		330-337	B+	293-299	C+	255-262	D+	<225	E
348-375	A	310-329	B	273-292	C	235-254	D		
338-347	A-	300-309	B-	263-272	C-	225-234	D-		

Course Grievance Procedures: If you feel an assignment was evaluated unfairly, you may use the following procedure to voice your complaint.

- a. Within 5 days of receiving the grade, provide me with a written appeal. Submit the written appeal via mail on e-learning. After 5 days, a grade is deemed final.
- b. To file an appeal, prepare a written statement detailing why you feel the grade is unfair. Be sure to document your reasons by referring to inconsistency in grading standards, misinterpreted meaning, etc. Stating simply that you feel you 'deserve' a higher grade because you worked hard is insufficient grounds for appeal. Performance is a combination of hard work *and* ability.
- c. Submit the written statement and the graded assignment. You will receive written notification of my decision regarding your appeal.

Accommodation for Students with Disabilities Accommodation is available for qualifying students. If you require accommodation, you must register with the [Dean of Students Office](#). They will provide documentation that you must present to me when making an accommodation request.

REQUIRED RESOURCES

Book

Puccio, G., Cabra, J., and Schwagler, N. (2018) *Organizational Creativity: A Practical Guide for Innovators and Entrepreneurs*. Sage Publications, Inc., Thousand Oaks, CA. ISBN: 9781452291550

Articles

- 1.1 Gladwell, M. 2002. The Televisionary. The New Yorker, May 27
- 1.2 Amabile, T. 1997. Motivating Creativity in Organizations: On Doing What You Love and Loving What You Do. California Management Review, 40, 1: p. 39-58
- 1.3 Seppala, E. 2018. Secrets of a Happier Life. Time Magazine. P 8-17
- 2.1 To innovate better, find divergent thinkers. June 2015 HBR (HBR Reprint F1506A)
- 2.2 Robson, D. 2018. Why Getting Distracted Can Be a Very Good Thing. <http://www.bbc.com/capital/story/20180605-why-being-easily-distracted-can-be-a-very-good-thing>
- 2.3 Keller, J. 2007. Yo-Yo Ma's Edge Effect. March 23, 2007. The Chronical Review
- 3.1 Iyengar, S & Chua, R. Creativity is a Matter of Choice. Winter 2011 Rotman Magazine 59-63.
- 3.2 Ashton Smith, M. The Framing Effect Bias: Improving Decision Making Skills for Cognitive Misers. <https://www.highiqpro.com/willpower-self-control/the-framing-effect-improving-decision-making-skills-with-capacity-strategy-training>
- 4.1 Amabile, T., Fisher, C. & Pillemer, J. 2014. IDEO's Culture of Helping. HBR Jan-Feb (Reprint R1401C)

- 4.2 Achor, S. 2012 Positive Intelligence. HBR (HBR reprint R1201G)
- 5.1 Kelley, T & Kelley, D. Winter 2014. Creative Confidence: The Path from Blank Page to Insights. Rotman Magazine 17-21.
- 5.2 Johansson, F. 2004, The Medici Effect Chapter 1: The Intersection p 11-20. Harvard Business School Press.
- 6.1 Gibbons, S. 2018. Empathy Mapping: The First Step in Design Thinking. Jan 14. <https://www.nngroup.com/articles/empathy-mapping/>
- 6.2 Catmull, E. 2008. How Pixar Fosters Collective Creativity. HBR (Reprint R0809D)
- 6.3 Amabile, T. 2000. How to Kill Creativity. HBR (Reprint 98501)
- 7.1 Goleman, D. 2017. Resilience for the Rest of Us: Train Your Brain. In Emotional Intelligence Resilience. Boston, MA: Harvard Business Review Press, p. 31-38.
- 7.2 Mason, M. 2013. Your Brain at Work. HBR July-Aug (Reprint R1307J)
- 8.1 Hargadon, A. & Sutton, R. 2001. Building an Innovation Factory. HBR OnPoint, (Product # 6120).
- 8.2a Useem, J. 1997. The Start-up Factory. Inc.com. Feb 1. <https://www.inc.com/magazine/19970201/1166.html>
- 8.2b Kozlowski, L. 2013. Idealab: L.A.'s Vintage Incubator. Forbes, Dec 18. <https://www.forbes.com/sites/lorikozlowski/2013/12/18/idealab-l-a-s-vintage-incubator/#3a2d02b4313c>
- 9.1 Elsbach, K.D. 2003. How to Pitch a Brilliant Idea. HBR September p. 1-8 (reprint R0309J)
- 10.1 Goleman, D. 1998. What Makes a Leader? HBR (Reprint R0401H)
- 11.1 Ross, J.A. 2007. Creative Leadership: Be Your Team's Chief Innovation Officer. Harvard Management Update (Reprint U0703A)
- 11.2 Goleman, D & Boyatzis, R. 2017. Emotional Intelligence has 12 Elements. HBR Feb (reprint H03F4A)
- 11.3 2010. Emotional Intelligence Mind Map. www.nityawakhl.com. <http://www.mindmapart.com/wp-content/gallery/nitya-wakhl/emotional-intelligence-mind-map-by-nitya-wakhl.gif>
- 11.4 Goleman, D. & Lippincott, M. 2017. Without Emotional Intelligence, Mindfulness Doesn't Work. HBR Sept (reprint H03vuy)

ONLINE Class-Office Hours Our office hour sessions will be recorded. Students who participate with their camera engaged or utilize a profile image agree to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during office hours and participate verbally agree to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows you to type questions and comments live. The chat will not be recorded.

NOTE: Unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Online Course Evaluation Process Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing a course evaluation. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. You will be notified via email when the evaluation period opens. This email will include a link to the evaluation page. Alternatively, you may use the link on Canvas (under GatorEvals). For ease I have also provided you the link: <https://ufl.bluera.com/ufl/>. Summary course evaluation results are available <https://gatorevals.aa.ufl.edu/public-resul>

TIMETABLE, REQUIRED READINGS & ASSIGNMENTS

The required readings are listed below. You are expected to complete the assigned content during the week it is assigned. This schedule is subject to change. The chapters are out of the textbook, the readings may be found in the readings packet.

Week	Topic Area(s)	Text	Readings	Activity & Discussion	Other
Jun 26	Introduction	xii-xvi	1.1	Activity 1*	View all course intro videos Ask Dr. C - Jun 28 from 6-8P EDT ^
Jul 3	Introduction to Creativity; Creative Self	Ch 1-2	1.2, 1.3, 2.1, 2.2, 2.3	Activity 2**	
Jul 10	State of Research; Applied Creativity	Ch 3-4	3.1, 3.2, 4.1, 4.2	Activity 3**	Quiz 1 Ask Dr. C - Jul 12 from 6-8P EDT ^
Jul 17	Think	Ch 5	5.1, 5.2	Activity 4*	
Jul 24	Understand	Ch 6	6.1, 6.2, 6.3	Activity 5*	Quiz 2 Ask Dr. C - Jul 26 from 6-8P EDT ^
Jul 31	Ideate	Ch 7	7.1, 7.2	Activity 6*	
Aug 7	Experiment	Ch 8	8.1, 8.2a, 8.2b	Activity 7†	Ask Dr. C - Aug 9 from 6-8P EDT ^
Aug 14	Implement	Ch 9	9.1	Activity 8	Quiz 3
Aug 21	Emotional Intelligence	Ch 10	10.1	Activity 9	Project Due on Aug 24 at 11:45PM EDT Ask Dr. C - Aug 23 from 6-8P EDT ^
Aug 28	Sustaining Creativity	Ch 11	11.1, 11.2, 11.3, 11.4	Activity 10*	Quiz 4

* Posting on associated discussion page required

**Posting and commenting on associated discussion page required

†Peer Review required

^Office hours are held via Zoom. The link may be found on the General and Administrative Discussion page on the course site.

UF Policies and Procedures

UF Grading Policy: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

[UF Attendance Policy for Online Courses](#)

The purposes for which the course recordings and course materials may be used are (strictly) controlled. The only allowable purpose is personal educational use. All other purposes are prohibited. Specifically, students may not publish recorded lectures.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. This includes all related materials provided to students for educational purposes.

Publication is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording or content, regardless of format or medium, to another person (or persons). Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

The office hours may be audio visually recorded for students in the class to refer and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

Proctoring at Warrington

The University of Florida requires that any assessment equivalent to 15% or more of a student's final course grade must be proctored. This policy protects both the value of your academic degree and your own time and effort in becoming a successful Warrington student. Please expect all assessments to be proctored and all assignments to utilize plagiarism software and prepare accordingly.

For online proctored exams, you are expected to have:

- a working webcam and computer (restart your computer before your exam for the most effective testing environment)
- Google Chrome
- a downloaded extension to your Chrome browser (Honorlock or ProctorU)
- a private workspace (if this is unachievable contact your faculty)
- incredible attention to exam instructions (it's your responsibility not to get flagged for cheating)
- diligence to notify your faculty of accommodations or extenuating circumstances that affect your exam time or exam environment at the beginning of the term (at the very least, one week before your exam)
- integrity to abide by all exam instructions and report any irresponsible peers

The Warrington College of Business is strongly committed to academic integrity and will rigorously enforce violations of the UF Honor Code and/or additional Warrington academic integrity policies. To be a successful student please read all instructions for any assignment carefully, do not collaborate on individual exams, assignments, or homework, and thoroughly review the [Honorlock Student Guide](#) on the Warrington College website.