



## **OBTC 2016 at Walsh University** **June 8<sup>th</sup> – 11<sup>th</sup>, 2016**

### **Submission Template**

#### **SUBMISSION GUIDANCE**

- \* Remove all identifying properties from this document \**
- \* All files must be saved in PDF format \**
- \*Please include ALL supplementary text at the end of this document\**
- \*Only one document should be submitted\**

## Submission Template for the 2016 OBTC Teaching Conference for Management Educators

### 1) Title, Abstract & Keywords

#### **“Designing, Delivering, Assessing, and Re-designing a course on Creativity, Innovation and Leadership”**

Creativity and innovation *are* the future. Leaders who can inspire creativity and innovation in others throughout their organization will be successful in any role, industry, or location. Leaders who can themselves build teams to solve problems creatively will thrive in the organizations of the future.

This session will describe our experiences teaching courses in Creativity, Innovation and Leadership. While we as OB instructors are familiar with general course design and delivery, teaching creativity emphasizes the need for continuous assessment and re-design. Redesigning a course is something that we are increasingly held accountable for as a part of the “closing the loop” process per the new AACSB Standards. Teaching a course on creativity, innovation and leadership in particular requires continuous assessment and improvement so as to model the topics it covers.

During our time together, we will discuss our experience with initial design, assessment of the course, and redesign. We will introduce an experiential exercise in creativity, innovation and leadership. We will conclude with all participants sharing their views on teaching a course on creativity – past, present and future.

### 2) Format

- ☒ Activity or exercise
- ☐ Roundtable discussion (60 minute only)
- ☐ General discussion session

#### 2a) For activities and exercises only, is yours best suited for

- ☐ A traditional classroom
- ☐ An online class
- ☒ Either

#### 2b) For activities and exercises only, is yours best suited for

- ☐ Undergraduate students
- ☐ Graduate students
- ☒ Either

### 3) Time Requested:

- ☐ 30 Minutes  
☐ 60 Minutes (*Roundtables must select 60 minutes*)  
☒ 90 Minutes

### 4) Planning Details:

*Each room contains a white board with markers, computer (PC) with DVD capability and computer projector. Does your session require any other equipment?*

No

### 5) Teaching Implications:

*What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.*

Teaching students to think creatively in a business school setting can be challenging (Schmidt-Wilk, 2011). Students often see their educational experiences as trying to please the professor and produce the “one right answer” they think will help them get a good grade, pass the class, and check off a box. As instructors, we want students to expand their ability to not only be creative themselves, but to inspire and lead others in their own creative endeavor (Pink, 2009).

Examples of student learning objectives for such a course include:

1. Understand and define creativity, innovation, motivation and creative output
2. Demonstrate an ability to creatively solve problems
3. Practice creative problem solving
4. Demonstrate an ability to lead and motivate others to creatively solve problems
5. Understand how to structure and guide work for optimal creative results

Creativity is defined as solving problems through generating ideas and solutions that are novel and useful (Shalley & Gilson, 2004). Creativity in business is relevant not only in what we think of as creative work, but also in leadership (Amabile & Kramer, 2011). In order to teach creativity, innovation and leadership, a creative approach is imperative. Using a process of designing, delivering, assessing and then re-designing – in a cyclical, engaging approach – may produce a course that is more effective. The process of experimentation – including failure and learning from failure – is an important part of developing a course on creativity.

Imperative in this process is the student voice. While course design may initially be done by the instructor alone, an instructor can collaborate with the students to assess and re-design as the course progresses. Giving students an opportunity to provide feedback engages them in the creative process not only as part of the course, but also as part of their learning.

#### References:

Amabile, Teresa & Kramer, Steven (2011) The Progress Principle: Using small wins to ignite joy, engagement, and creativity at work. Harvard Business Review Press; Boston, MA.

Pink, Daniel (2011) Drive: The surprising truth about what motivates us. Riverhead Books; New York, NY.

Schmidt-Wilk, Jane (2011) Exploring New Principles and Practices for Management Education. Journal of Management Education. 35(2) 195–197.

Shalley, Christina & Gilson, Lucy (2004) What leaders need to know: A review of social and contextual factors that can foster or hinder creativity. The Leadership Quarterly 15: 33-53.

## 6) Session Description and Plan:

*What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session.*

The goals of the session are:

- 1) To describe the process of designing, delivering, and assessing a course on creativity in an experimental way.
- 2) To provide an example of an in-class exercise and how it was designed, delivered, assessed and re-designed.
- 3) To discuss the process, inviting the audience to share their own experiences with creativity courses and design approaches.

This session should be of interest to conference attendees who teach creativity and leadership through experiential methods.

Plan:

- Introduction – 5 minutes
- Discussion of creativity course design – 15 minutes
- Experiential exercise – 45 minutes
- Debrief and discussion of exercise design and redesign process – 15 minutes
- Summary and concluding remarks – 10 minutes

7) Application to Conference theme:

How does your session fit with the overall OBTC theme of *United in Service*?

The proposed session addresses this year's theme of *United in service* by uniting the faculty, as initial course designers, and students, as providers of feedback on the in-class exercises in service to future students who will benefit from the redesign and improvement of the course and exercises. Faculty and students become co-creators of the next iteration of the course and its components.

8) Unique Contribution to OBTC:

*Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?*

This session has not been presented before.