

CREATIVE ORGANISATION

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| Course code | <i>MNG279</i> |
| Compulsory in the programmes | <i>Elective</i> |
| Level of studies | <i>Undergraduate</i> |
| Number of credits and | <i>6 ECTS (48 contact hours + 6 consultation hours, 106 individual work hours)</i> |
| Course coordinator (title and name) | <i>PhD Candidate Rytis Komičius</i> |
| Prerequisites | - |
| Language of instruction | <i>English</i> |

THE AIM OF THE COURSE:

“Creativity is seeing what others see and thinking what no one else ever thought.”- Albert Einstein.

In this module students will gain understanding, knowledge, and skills on how to drive creative and innovative behavior at work. Students will learn, critically evaluate, and apply research driven theories to design organizational solutions with aim to empower individuals and groups develop creative capabilities in various environments.

During this module students will learn and practice different methods, tools and techniques that will help them to nurture innovator's mindset and build creative capabilities, which ultimately will substantially enhance their career prospects in any field. In this module, students will get acquainted with the concept of creativity from psychological and managerial aspects, will have the opportunity to try various creative thinking techniques, will learn to solve organizational problems using creative thinking strategies, and will have an opportunity to analyze cases of business organizations.

MAPPING OF COURSE LEVEL LEARNING OUTCOMES (OBJECTIVES) WITH DEGREE LEVEL LEARNING OBJECTIVES (See Annex), ASSESMENT AND TEACHING METHODS

| Course level learning outcomes (objectives) | Degree level learning objectives (Number of LO) | Assessment methods | Teaching methods |
|---|---|----------------------------|---|
| CLO1. To be able to understand and explain workplace creativity theoretical frameworks and their limitations. | BLO1.1 | Group and individual tasks | Lectures, seminars, reading and discussions. |
| CLO2. To be able to critically evaluate and apply the theoretical models of workplace challenges. | BLO1.2. BLO2.1 | Group and individual tasks | Lectures, reading, group discussions, case studies. |
| CLO3. To be able to implement methods and tools to solve problems creatively. | BLO2.1 BLO4.2 BLO4.1 BLO4.3 | Group and individual tasks | Seminars, individual study. |
| CLO4. Research a topic or problem, observe, describe, and record information accurately. | BLO1.1 BLO1.2. | Group and individual tasks | Individual study, reading. |

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| CLO5. Communicate effectively: written and oral, as well as effective use of data, and IT. | BLO3.1 BLO3.2 BLO4.3 | Group and individual tasks | Seminars, group discussions. |
| CLO6. Develop teamwork, creative problem solving and presentation skills. | BLO4.2 BLO4.1 | Group and individual tasks | Seminars, group discussions. |

ACADEMIC HONESTY AND INTEGRITY

Interactive teaching methods, awareness enhancing and personal development oriented self-evaluation, case study, seminars, class discussions, individual and groupwork assignments will be employed to enhance the quality of studies.

COURSE OUTLINE

| Topic | In-class hours | Readings |
|--|----------------|--|
| Introduction to the module. Definitions, module overview. Cognition and Creativity. | 4 | Shalley, C. E., & Zhou, J. (2008). Organizational creativity research: A historical overview. <i>Handbook of organizational creativity</i> , 331, 3-31. Runco, M. A. (2014). <i>Creativity. Theories and Themes: Research, Development, and Practice. Second Edition.</i> Torrance Center for Creativity and Talent Development, USA, p. 1-31. |
| Developmental Trends and Influences on Creativity. Biological Perspectives on Creativity. | 4 | Runco, M. A. (2014). <i>Creativity. Theories and Themes: Research, Development, and Practice. Second Edition.</i> Torrance Center for Creativity and Talent Development, USA, p. 39-65. Runco, M. A. (2014). <i>Creativity. Theories and Themes: Research, Development, and Practice. Second Edition.</i> Torrance Center for Creativity and Talent Development, USA, p. 69-103. |
| Social, Attributional, and Organizational Perspectives. Educational Perspectives. | 4 | Runco, M. A. (2014). <i>Creativity. Theories and Themes: Research, Development, and Practice. Second Edition.</i> Torrance Center for Creativity and Talent Development, USA, p. 145-168. Runco, M. A. (2014). <i>Creativity. Theories and Themes: Research, Development, and Practice. Second Edition.</i> Torrance Center for Creativity and Talent Development, USA, p. 171-203. |
| Culture and Creativity. Personality and Motivation. | 4 | Runco, M. A. (2014). <i>Creativity. Theories and Themes: Research, Development, and Practice. Second Edition.</i> Torrance Center for Creativity and Talent Development, USA, p. 251-263. |

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| | | Runco, M. A. (2014). <i>Creativity. Theories and Themes: Research, Development, and Practice. Second Edition.</i> Torrance Center for Creativity and Talent Development, USA, p. 265-300. |
| <p>Creativity in teams: team characteristics and processes that are critical to team creative performance.</p> <p>What Creativity is and What is Not.</p> | 4 | <p>West, M. A., & Sacramento, C. A. (2006). Flourishing in teams: Developing creativity and innovation. <i>Creative management and development</i>, 3, 25-44.</p> <p>Runco, M. A. (2014). <i>Creativity. Theories and Themes: Research, Development, and Practice. Second Edition.</i> Torrance Center for Creativity and Talent Development, USA, p. 389-427.</p> |
| <p>Leadership for creativity: how leaders can nurture their creativity and scale it to their teams.</p> <p>Fostering organizational climate for creativity. The role of psychological safety and play.</p> | 4 | <p>Amabile, T. M., Conti, R., Coon, H., Lazenby, J., & Herron, M. (1996). Assessing the work environment for creativity. <i>Academy of Management Journal</i>, 39(5), 1154-1184.</p> <p>Hunter, S. T., Bedell, K. E., & Mumford, M. D. (2007). Climate for creativity: A quantitative review. <i>Creativity Research Journal</i>, 19(1), 69-90.</p> <p>West, S. E., Hoff, E., & Carlsson, I. (2016). Play and Productivity: Enhancing the Creative Climate at Workplace Meetings with Play Cues. <i>American Journal of Play</i>, 9(1), 71-86.</p> |
| <p>Techniques of Creative Thinking (Part 1):</p> <ul style="list-style-type: none"> • <i>False Faces (reversal)</i> • <i>Slice and Dice (attribute listing)</i> • <i>Cherry Split (fractionation)</i> • <i>Think Bubbles (mind mapping)</i> <p>Cases from organisations.</p> | 4 | Michalko, M. (2006). <i>Thinkertoys. A Handbook of Creative-Thinking Techniques. Second Edition.</i> Ten Speed Press, Berkeley, Toronto. |
| <p>Techniques of Creative Thinking (Part 2):</p> <ul style="list-style-type: none"> • <i>Brutethink (random stimulation)</i> • <i>Hall of Fame (forced connection)</i> • <i>Da Vinci's Technique (drawing)</i> • <i>Brainstorming</i> <p>Cases from organisations.</p> | 4 | Michalko, M. (2006). <i>Thinkertoys. A Handbook of Creative-Thinking Techniques. Second Edition.</i> Ten Speed Press, Berkeley, Toronto. |
| <p>Techniques of Creative Thinking (Part 2):</p> <ul style="list-style-type: none"> • <i>Future Fruit (future scenarios)</i> • <i>True and False (janusian thinking)</i> • <i>Tug-of-War (force-field analysis)</i> • <i>Idea Box (morphological analysis)</i> <p>Cases from organisations.</p> | 4 | Michalko, M. (2006). <i>Thinkertoys. A Handbook of Creative-Thinking Techniques. Second Edition.</i> Ten Speed Press, Berkeley, Toronto. |
| <p>Introduction to a practical assignment on improving organizational performance using creativity techniques.</p> <p>Visits to organisations.</p> | 4 | |

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| Practical task and intermediate presentation of the completed activity in the audience. | 4 | |
| Final presentations and feedback using the principle of the TV show Dragon Den. | 4 | |
| | Total: 48 hours | |

FINAL GRADE COMPOSITION

| Type of assignment | % |
|-----------------------------------|------------|
| <i>Group Components 30 %</i> | |
| Group presentation | 30 |
| <i>Individual Components 60 %</i> | |
| Individual presentation | 20 |
| Midterm | 20 |
| Exam | 30 |
| Total: | 100 |

DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

1. **Group presentation.** Working in groups, students will prepare a project and present it to the commission. The project is focused on presenting a creative solution to a specific organizational problem. Students will be introduced to the formative assessment criteria before receiving the assignment.
2. **Individual presentation.** Each student will choose one topic from the list of topics provided in the lecture and prepare a short presentation on it. Students will be introduced to the formative assessment criteria before receiving the assignment.
3. **Midterm.** Students will complete assignments that cover theoretical material analyzed in lectures in the first six weeks.
4. **Exam.** Based on the material of the module (weeks 7-12), students will perform a creative task, during which they will be presented with a specific case of an organization. Students will be asked to provide creative solutions for improving the performance of the organization. Formative assessment criteria will be provided to students together with the exam task.

Students who receive a failing final grade shall have the right to **retake** the examination, which will comprise 50% of the final grade and cover all topics of the course. Midterm exam and final exam results will be annulled.

REQUIRED READINGS

Two core textbooks that will be offered for this module:

Runco, M. A. (2014). *Creativity. Theories and Themes: Research, Development, and Practice. Second Edition.* Torrance Center for Creativity and Talent Development, USA.

Michalko, M. (2006). *Thinkertoys. A Handbook of Creative-Thinking Techniques. Second Edition.* Ten Speed Press, Berkeley, Toronto.

ADDITIONAL READINGS

Will be provided at the end of each lecture.

ANNEX

DEGREE LEVEL LEARNING OBJECTIVES

Learning objectives for the Bachelor of Business Management

Programmes:

*International Business and Communication,
Business Management and Marketing,
Finance,
Industrial Technology Management,
Entrepreneurship and Innovation*

| Learning Goals | Learning Objectives |
|---|--|
| Students will be critical thinkers | BLO1.1. Students will be able to understand core concepts and methods in the business disciplines |
| | BLO1.2. Students will be able to conduct a contextual analysis to identify a problem associated with their discipline, to generate managerial options and propose viable solutions |
| Students will be socially responsible in their related discipline | BLO2.1. Students will be knowledgeable about ethics and social responsibility |
| Students will be technology agile | BLO3.1. Students will demonstrate proficiency in common business software packages |
| | BLO3.2. Students will be able to make decisions using appropriate IT tools |
| Students will be effective communicators | BLO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations |
| | BLO4.2. Students will be able to convey their ideas effectively through an oral presentation |
| | BLO4.3. Students will be able to convey their ideas effectively in a written paper |

Learning objectives for the Bachelor of Social Science

Programmes:

*Economics and Data Analytics,
Economics and Politics*

| Learning Goals | Learning Objectives |
|--|---|
| Students will be critical thinkers | ELO1.1. Students will be able to understand core concepts and methods in the key economics disciplines |
| | ELO1.2. Students will be able to identify underlying assumptions and logical consistency of causal statements |
| Students will have skills to employ economic thought for the common good | ELO2.1. Students will have a keen sense of ethical criteria for practical problem-solving |
| Students will be technology agile | ELO3.1. Students will demonstrate proficiency in common business software packages |
| | ELO3.2. Students will be able to make decisions using appropriate IT tools |
| Students will be effective communicators | ELO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations |
| | ELO4.2. Students will be able to convey their ideas effectively through an oral presentation |
| | ELO4.3. Students will be able to convey their ideas effectively in a written paper |