



Course program and reading list

Semester 2 Year 2024

School: General Studies Unit

Systematic Creativity

Lecturer:

Prof. Jacob Goldenberg jgoldenberg@runi.ac.il

Teaching Assistant:

Dr. Moses Miller moses.miller@runi.ac.il

| Course No.: | Course Type : | Weekly Hours : | Credit: |
|--------------------|----------------------|-----------------------|----------------|
| 6254 | Elective | 2 | 2 |

| Course Requirements : | Group Code : | Language: |
|------------------------------|---------------------|------------------|
| Final Paper | 242625401 | English |

Prerequisites

Students who took one of the courses listed below will not be allowed to register to the course Systematic Creativity (6254):

- 2237 - Systematic Creativity
- 2371 - Systematic Creativity
- 2652 - Creativity and Innovation in Marketing



Course Description

Course Overview:

The ability to solve problems creatively and generate change is a recognized standard of success. It plays a vital role in gaining a competitive advantage in many areas of business

management. Despite the enormous effects of creative ideas in management, this component in managers' work traditionally defies quantitative evaluation or the applications of systematic approaches.

Not only is the original idea itself challenging to evaluate precisely, but the ability to generate such ideas is also generally considered an inherent personality trait that cannot be acquired: Creative people, it is usually believed, are born, not made. The conventional approach is, therefore, to view creative managers as a different class of individuals. Although creative individuals may have some difficulty working on routine tasks or in a team, they compensate for these shortcomings by coming up with ideas that this is the first time anyone has ever thought of. According to this approach, a stroke of genius or inspiration may occur once in ten years. Yet, the organization will benefit by waiting patiently to reap the fruits of its creative managers.

This course reflects an entirely different approach to creativity. It is grounded in the assumption that creative thinking is not different from other cognitive processes used in the best professional reasoning. Creative thought processes differ in the distinct orientation they establish to define problems: Creative problem-solving directs the solver to search for potentially more affluent areas in innovative solutions. Creativity is a skill that can be acquired and improved by practice. It can be part of the manager's toolbox and be applied on demand.

Teaching model:

This course is a distance-learning course, which is 100% online. There is no pre-set slot for this course in your course schedule. You can learn in the place and time that suits you, which is excellent – but also a challenge – as no one is driving you to learn but you. It is your responsibility to manage your time in a way that allows you to learn all the units and meet all the deadlines. The course enables (and requires) you to develop one of the essential skills needed in the 21st century – “self-learning.” Make the most of it!

All course materials will be available on Moodle. Videos and activities will be open and accessible weekly as the semester unfolds.

You also have full offline support to help and complement the full online format (see Lecturer Office Hours below).

If you have any questions regarding the course materials, please get in touch with the course staff at moses.miller@runi.ac.il or by phone / WhatsApp at 0522810734.



Course Goals

This course is designed to teach students several systematic creative problem-solving methodologies that complement other managerial tools acquired in undergraduate and graduate studies. These methodologies should be appropriately implemented when managers search for a creative solution.

The course allows students to learn how to solve problems, identify opportunities, and

generate elusive ideas that potentially generate enormous benefits to organizations with minimal investment.

This course will focus on new product ideation and creative marketing actions. We will also touch upon communications and dilemma resolution.

As we are experiencing the Artificial Intelligence revolution that will highly affect society and business, we will integrate AI tools as part of the learning experience in the course. We will demonstrate and practice how AI tools (e.g., ChatGPT) can boost your creativity and productivity in the ideation process.

Course Topics:

- "First we throw dust in the air and then claim we can't see..."
Defining creative solutions. The attributes of creative ideas. Conventional approaches to the study of creativity. The trap of modern marketing and the illusion of appealing to the customer.
- The *Attribute dependency* template and the *Function Follows Form (FFF)* principle. Creating a connection between inherently independent variables.
- The *Forecasting Matrix*
Managing the search of attribute dependency through a forecasting matrix.
- The *Close(d) World Principle* and the *Replacement* template
The Close(d) World Principle defines a hidden space with a high density of creative ideas. Using existing resources to generate new value.
- The *Subtraction (with Replacement)* Template
The less the merrier: Improving product functionality by reduction and elimination. Divide or multiply or perhaps both? Simpler templates that offer complementary spaces of ideas.
- The *Division* and the *Multiplication* templates
Two more templates: How to manipulate components inside the box.
- The *Contradiction* principle and the *Necessary Conditions* line of thought.
Thinking through necessary conditions vs. sufficient conditions. Defining a contradiction. Using a contradiction to chart specified ideas hidden by specified fixations. The contradiction was the first discovery in systematic creativity research (around 1940), and it is still the most fascinating.
- Beyond innovation.
Implementing templates in advertising, negotiations, strategy, and other fields.

Grading

There are several types of tasks in the course:

Homework assignment done individually (40% of the final grade in the course):

Approximately halfway into the course, you will be given a homework assignment that will illustrate

course concepts and let you practice and extend your knowledge. More information about the assignment will be provided during the course.

Final project done individually or in pairs (60% of the final grade in the course):

The project consists of two components: a submission of the project deliverables (report) and a live Zoom defense of the project. After submitting the project, you will schedule a Zoom meeting with the course staff where you will be asked to present your work and answer

questions about your project and course topics. More information about the final project will be given during the course.

Quizzes (optional, up to 5 bonus points) submitted individually:

You will have multiple-choice quizzes during the course. It is highly recommended to try out

the quizzes to challenge yourself and make sure you understand the core concepts in the video

lectures. As a motivation, you will be able to collect up to 5 bonus points based on the amount and

quality of your answers in the quizzes you will complete.

All assignments will be due by the end of the course to give you maximum flexibility.

It is advised to complete the tasks up to two weeks after the task is published to not fall behind in your work and achieve the best learning experience.



Lecturer Office Hours

Dr. Moses (Moshik) Miller

By appointment

moses.miller@runi.ac.il

On the phone or WhatsApp at 0522810734



Additional Notes

Tips for better learning

1. **Make it a habit:** devote a specific time and place to learn a new unit every week. Routines help you achieve goals and make the most of every study session.
2. **Find what works for you:** everyone is a bit different. Some like to write notes, some like to talk to a friend about the subject, and some like to transcribe videos.
3. **Don't binge:** learning in small chunks benefits your learning – this is why the course is divided into units and chapters. Do not postpone the learning process to the last minute before the due dates – a pile of work isn't fun at all!

Know your due dates and manage your time correctly.

4. **Be social:** of course, you can study alone in your own time, but watching a unit with friends is amazing! Give it a try.
5. **Remember the activity:** read the relevant assignment before you watch the videos – it will help you focus on what's important.
6. **Call for support:** If you have any questions regarding the course materials, feel free to contact the course staff at miller@runi.ac.il or **0522810734 by phone or WhatsApp.**

 Reading List

Course Book:

Boyd Drew. Goldenberg Jacob. (2013), "Inside the Box: A Proven System of Creativity for Breakthrough Results". Simon & Schuster.

You have a link in the course website on Moodle to the electronic version of the course book.

Additional reading (optional)

Goldenberg J. Mazursky D. (2002), "Creativity in Product Innovation". Cambridge Press.

Altschular G .S. (1986), *To find an idea: Introduction to the theory of solving problems of Inventions*, Novosibirsk, USSR, Nauka.

Diehl M., Stroebe W. (1987) Productivity Loss in Brainstorming Groups: Toward the Solution of the Riddle. *Journal of Personality and Social Psychology*, 53 p' 497-509

Goldenberg J. Mazursky D. Solomon S. (1999), *Creative Sparks Science*, volume 285, (5433) September p. 1495-6.

Goldenberg Jacob, David Mazursky and Sorin Solomon (1999), "Creative Sparks," *Science*, vol. 285, (5433) September p. 1495-6.

Goldenberg Jacob, David Mazursky, and Sorin Solomon (1999), "Toward Identifying the Inventive Templates of New Products: A Channeled Ideation Approach," *Journal of Marketing Research*, 36 (May), p. 200-210.

Goldenberg Jacob, Donald R. Lehmann and David Mazursky (2001), "The Idea Itself and The Circumstances of Its Emergence as Predictors of New Product Success", *Management science*, Vol. 47, No. 1, January, p. 69-84.

Goldenberg Jacob, Roni Horowitz, Amnon Levav and David Mazursky, (2003), Finding the sweet spot of innovation, *Harvard Business Review*, March p 120-29.

Goldenberg Jacob. Mazursky David . Solomon Sorin. (1999), Creativity Templates: Towards Identifying the Fundamental Schemes of Quality Advertisements *Marketing Science*, Vol. 18, No. 3 p. 333-351.

Golder N. Peter and Tellis J. Gerard (1997) Will It Ever Fly? Modeling The Takeoff of Really New Consumer Durables, *Marketing Science* Vol 16 (3) P. 256-70

Hofstadter Douglas R. (1995), *Fluid Concepts and Creative Analogies*. BasicBooks (Harper Collins Publishers)

Paulus B. Paul, Dzindolet T. Mary, Poletes George and Mabel L. Camacho (1993), Perception of Performance in Group Brainstorming: The illusion of Group Productivity. *PSPB*, Vol 19 No 1 February, P. 78-89

Urban, Glen L. and Hauser John R. (1993), *Design and Marketing of New Products*. New Jersey: Prentice Hall.

Weisberg Robert W. (1992), *Creativity Beyond The Myth Of Genius*. W.H.Freeman Company N.Y,