Innovative & Creative Leadership in Entrepreneurial Organizations (ICE)
Course Summary, Syllabus & Teacher Bio

Spring Semester, 2015
MBA/EWMBA 290T-1
Instructor: Randy Haykin, haykin@haas.berkeley.edu
GSI: Allison Domicone, adomicone@berkeley.edu
Class meets Room C325, Thurs. evenings 6 - 9:30 pm

COURSE SUMMARY:

This course builds upon a cornerstone of the Haas School of Business “Leading Through Innovation,” by exploring ways in which entrepreneurial organizations innovate, and defining the leadership attributes that unleash creativity in entrepreneurial organizations. This leadership course answers the question: “How do I best lead a creative/innovative entrepreneurial organization?”

The class is designed to expand upon the Berkeley Innovative Leader Development (BILD) curriculum and complements several key courses at Haas: the PFPS core course, the Applied Innovation course, and Lester Center courses (such as Entrepreneurship, Business Model Innovation, and New Venture Finance).

The course uses examples from highly creative and innovative companies in technology, social/impact and consumer markets, to help future leaders understand what has worked and what has not worked in the past, and explores each student’s latent creative leadership potential through 3 levels: individual/personal (theory of how creative people think and work), team (best practices for ways in which top teams interact) and organizational (cultural, strategic and structural).

The course encourages personal learning and entrepreneurship. Students can choose to:
(a) work with a live company (“real-time company”) to apply what they are learning to an current and real business (leadership) problem;
(b) dig deeper into personal leadership potential by synthesizing learnings from the semester into a “personal innovation plan” that they can use in their job search and in their future career; or
(c) apply the course to a start-up that they are currently working with or launching.

Professor Haykin has taught this class 4 years at Haas and typical alumni comments about the class are: “…it was the most personal class at Haas I’ve taken, something I can apply to life and my career”; “this was a class that made me think about myself the most, my interactions with others and my innate creativity”; and, “this class has armed me with practical tools and examples for being part of a future 21st century innovative organization”.

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COURSE OBJECTIVES:

This course is designed for students destined to lead or start an innovative, entrepreneurial or "intrapreneurial" (corporate) venture. It is also appropriate for students who may someday work within an innovative entrepreneurial setting, such as one in the arts (record label, movie studio, software development), sciences (biotech, clean energy) or Internet (consumer, enterprise).

Goals for the course include learning how to:

- Understand one’s own leadership & creative style ("What am I naturally good at and what do I need to complement myself with?")
- Lead in a way that motivates others to work effectively as team members in an innovative organization ("What is it that makes teams innovative?")
- Learn and use a process for creative problem solving and decision-making ("What process do I use to enable innovation?")
- Develop the right culture for creativity ("What are cultural options at my disposal for developing a truly creative/innovative work team and environment?")
- Positioning one’s company strategically and develop a profitable or sustainable business model (Q: How do highly innovative organizations evolve their business model and go-to-market strategy)

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.

REQUIRED READING:

The course draw from books on the theory and practice of creativity, case studies of innovative organizations and leaders, and guest lecturers from a variety of creative industries, organizations and perspectives. Professor Haykin has also developed a series of online videos to augment some of the cases.

If you already have a heavy course load or don’t like reading and critical thinking, then this course is not a good choice for you. Our class discussions will pivot around the readings, and Professor Haykin has selected excerpts from the leading thinkers in creativity & innovation. You will be called upon in class to evaluate what you’ve read and discuss it.

Required readings will be from the following books:

1. Creativity – Mihaly Csikszentmihalyi (entire book)
2. The Medici Effect – Frans Johansson (entire book)
3. Jack’s Notebook - Gregg Fraley (entire book avail. through bookstore)
4. Business Model Generation – Alex Osterwalder (PDF free copy)
5. Excerpts from: Where Good Ideas Come From – Steven Johnson, pp. 1-65, 99-128
6. Excerpts from: The Myths of Innovation – Scott Berkun, Ch. 1 (Epiphany)
8. Excerpts from: When Sparks Fly – Leonard & Swap – Ch. 1 & 2
9. Excerpts from: The Myths of Innovation – Scott Berkun, Ch. 9 (Problems)
10. Excerpts from: Creativity on Demand - Michael Gelb - Part 3 (pp.125-180)
11. Excerpts from: Giving 2.0 – Laura Andreessen – Ch 2 (pp. 43-65)
12. Excerpts from: How to Change the World – David Bornstein – Ch. 1, 8, 16, 21
14. Excerpts from: How Breakthroughs Happen – Andrew Hargedon - Ch. 1, 3, 6
15. Excerpts from: Open Innovation – Henry Chesbrough – Intro + chap 4

REQUIRED WORK:

In addition to preparation of reading, cases and class discussion, there will be three main assignments as part of this course:

Personal Assessment: We have chosen two stellar personal assessment tools for this class which will enable each student to learn about his/her own creativity and tendencies in group problem-solving situations. The tools are: StrengthQuest (developed by Gallup) and FourSight (developed at the Creativity department at State University of NY, Buffalo). We also recognize that you have taken an additional assessment, the “PFPS Learning Style.” Please locate your data from that assessment, and bring it with you to class during the first 4 weeks.

You will be requested to interpret your own data and use your findings in your Personal Innovation Plan (see below).

Group Exercise with Real-Time Company: Your professor will be choosing 4 companies to work with the class. Each company is seeking innovative solutions to a business need. Students will work together in teams (“Company-Teams”) to identify a “problem” or challenge and apply their learnings from the course to the “creative problem solving process” with these companies. Findings will be presented during the last 3 weeks of class. Students who are already working on an entrepreneurial or intrapreneurial business are welcomed to submit a challenge from their business as well.

Personal Innovation Plans: At the end of the semester, each student will submit a written, web-enabled or video-taped/filmed 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. Some students will be asked to present their plans in person to the class or in person.

Not required, but encouraged will be Journaling: Each student may create and maintain a journal during the semester for tracking critical learnings, thoughts from readings and class discussion. Students may want to record ideas generated from the materials in this class and the online assessments that each student will take and interpret. The journal can be a living document that can include thoughts, feelings, drawings, clip-outs, photos, etc. The integration of materials/thoughts from this journal (which can also be handed in at the end of the semester as part of Final Project grade) will help inform the development of a PIP. [Note: in past classes, some students have kept their journals online, using a wiki or personal blog].

GRADING

The course grade is based on the following scheme:
- Class participation (in-class and online participation) 30%
- Team assignments: 50%
  o Assignment 1 (Problem-Finding & Re-definition - 10%)
  o Assignment 2 (Apply process to a personal issue – 10%)
  o Assignment 3 (Ideation & Solution-Finding – 10%)
  o Final (in-class presentation & back-up materials – 20%)
- Personal Innovation Plan (due final week) 20%
## “Snapshot” Overview of Class

<table>
<thead>
<tr>
<th>Class Topics</th>
<th>Date</th>
<th>Case/Online</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Introduction &amp; Personal Creativity I</td>
<td>1/22</td>
<td></td>
<td>Medici Effect (ch. 1-3), Where Good Ideas…(1-65, 99-128) Myths of Innovation…(ch. 1) Online definition videos</td>
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<tr>
<td><strong>2</strong> Personal Creativity II</td>
<td>1/29</td>
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<td>Creativity (ch. 1-3) Creativity link to Entrepreneurship StrengthsQuest assessment</td>
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<tr>
<td><strong>3</strong> Team Creativity I</td>
<td>2/5</td>
<td></td>
<td>Creativity (ch. 1-3) Jack’s Notebook (complete it)</td>
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<tr>
<td><strong>4</strong> Team Creativity II</td>
<td>2/12</td>
<td></td>
<td>Design Thinking How Breakthroughs Happen -1,3,6 Creativity on Demand (pp.125-180) FourSight assessment</td>
</tr>
<tr>
<td><strong>5</strong> Problem Finding, Fact Finding, and Problem Restatement Tools</td>
<td>2/19</td>
<td></td>
<td>Creativity In Business Myths of Innovation…(ch. 9)</td>
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<tr>
<td><strong>6</strong> The i-Organization (Leadership issues)</td>
<td>2/26</td>
<td>Netflix</td>
<td>Netflix HBR article, case &amp; video Amabile articles</td>
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<td><strong>7</strong> Business Model Innovation</td>
<td>3/5</td>
<td>Reply</td>
<td>Why Biz Models Matter Business Model Innovation - PDF Reply video &amp; case</td>
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<td><strong>8</strong> CPSP &amp; Culture (Ideation Tools)</td>
<td>3/12</td>
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<td>Medici Effect – Ch. 4-8 How Pixar Fosters…</td>
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<td><strong>9</strong> CPSP (Solution Tools)</td>
<td>3/19</td>
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<td>Mind of the Innovator - Ross Real Leaders Ask - May</td>
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<td><strong>10</strong> Social Innovation &amp; Creativity</td>
<td>4/2</td>
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<td>Readings: Andreessen, Benioff and Bornstein,</td>
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<td><strong>11</strong> Corporate &amp; “Open” Innovation</td>
<td>4/09</td>
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<td>Motivating Creativity article Open Innovation – Chesbrough (Intro + Ch. 3)</td>
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<tr>
<td><strong>12</strong> Presentations I</td>
<td>4/16</td>
<td></td>
<td>Class/Company Presentations</td>
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DETAILED SYLLABUS & LESSON PLAN (Subject to change)

Class 1  Personal Creativity, Part I  
Jan. 22  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; Framework for creativity & innovation.

Readings and Materials:
Where Good Ideas... - Johnson (1-65, 99-128)
The Myths of Innovation – Scott Berkun, Ch. 1
The Medici Effect – Frans Johansson – Ch. 1-3
Optional reading: Fast Company: “The 6 Myths of Creativity”
- See: http://www.fastcompany.com/magazine/89/creativity.html

[Please start: Jack’s Notebook – Fraley – pp. 1-100 (finish book by 2/5)]

Lecture: Elements of entrepreneurs and creators; where ideas come from; a look at “directional” vs “intersectional” creativity.

Guest Speaker: Frans Johansson (author, Medici Effect)

Class 2  Personal Creativity, Part II  
Jan. 29  Continuation on Personal Creativity and “where ideas come from”; Introduction to the StrengthsQuest assessment and interpretation.

Readings and Materials:
Complete StrengthsQuest online assessment by start of class & bring in results
Creativity – Csikszentmihalyi – Ch. 1-3
Powers of Two – Shenk, pp. XIII - 61

Class 3  Team Creativity: Part I  
Feb. 5  A look at the lifecycle of the start-up at how entrepreneurial/intrapreneurial organizations organize for optimal creativity through the lifecycle; creative abrasion; review of the “Creative Problem Solving Process” (CPSP).

Readings and Materials:
Jack’s Notebook – G. Fraley (complete book by 2/5)
Creativity – Csikszentmihalyi – Ch. 4 (pp. 77-106)
Optional Reading: When Sparks Fly – Leonard/Swap – Ch. 1-2

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

Guest: Gregg Fraley, author and creativity consultant

Class 4  Team Creativity - Part II
Feb 12  Comparison of Design Thinking to “Creative Problem Solving Process.” FourSight assessment usage.

Readings and Materials:
“Design Thinking” – T. Brown (HBR reprint R0806E)
How Breakthroughs Happen – Ch.1, 3, 6
Creativity on Demand (pp.125-180)
“Your Thinking Profile” (FourSight assessment reading/handout)

Class 5  Problem Finding, Fact Finding, and Problem Restatement Tools
Feb. 19  Leadership, collaboration and culture; tools for problem re-definition, research, and fact-finding explored. Introduction to tools for Fact-Finding, Problem Finding/Research.

Readings and Materials:
The Myths of Innovation – Scott Berkun, Ch. 9

Real-time Companies: Company A, B, C, D and panel discussion

Class 6  Organizational Innovation: Leadership & Culture
Feb. 26  Discussion & readings on how to foster creativity within the organization and the “human equation”; Methods for fostering creativity; old vs new management styles for innovation; Culture and Collaboration and their roles in creativity.

Readings and Materials:
“How to Kill Creativity” Teresa Amabile (HBR reprint 98501)
Case: Netflix (read case & watch online video before class)
“Creativity and the Role of the Leader,” Teresa Amabile (HBR reprint R0810G)
“How Netflix Reinvented HR” (HBR article by Patty McCord)
TED Talk – Simon Sinek – “How Great Leaders Inspire Action”

Class Break Out/Group time – Problem-finding/Research/Restating Problems

Class 7  Culture and Collaboration ; Ideation Tools
March 5  How small and large companies organize attractive environments for their employees' creativity; The interplay between innovation and environment; examples of creative environments from around the word. The role of collaboration in innovation. Tools for Ideation and brainstorming discussed.

Readings and Materials:
The Medici Effect – Frans Johansson – Ch. 4-8
“How Pixar Fosters Collective Creativity”, (HBR reprint R0809D)

Class 8  Business Model Innovation and its role in Innovative Process
Mar 12  Examination of theory on business model innovation and use of business model canvas; practical examples of game-changing business models. Entrepreneurial growth theory.
Class Break Out/Group time – real time companies.
Readings and Materials:
“Why the Lean Start-up Changes Everything” (HBR article, Steve Blank)
Business Model Innovation - PDF – review/re-fresh (from PFPS class)
Case: Reply Inc. (read case & watch online video before class)
Optional Reading: Why Business Models Matter” (HBR reprint R0205F)
Optional Reading: Why the Lean Startup Changes Everything (HBR reprint R1305C)

Assignment #1 Due: Problem-finding and Re-Definition, Real-time company

Class 9
March 19
Solution-Finding & Implementation Tools/ Leadership
Teams often come up with a good idea – but how do they translate that into a full-blown solution? This class focuses on tools for managing the “back-end” of the creative problem solving process. Class Break Out/Group time – “Solution-Finding Tools”.

Readings and Materials:
“Real Leaders Ask” – Judith Ross (Harvard reprint U0610A)
“Mind of the Innovator” – Matthew May (reprint PDF)

Guest Speaker: Steve Kowalski
Leadership Creativity Trainer, Genentech & Roche

NOTE: SPRING BREAK – NO CLASSES MARCH 25th
(Please work on Assignment #2)

Class 10
April 2
Social Innovation – how innovation is affecting global social
Discussion, lecture and case examples of how Innovation is making global social impact (in education, poverty eradication, environmental; human rights areas). We will showcase principles of what we’ve learned so far in the class in the social/impact space.

Readings and Materials:
Giving 2.0 – Andreessen – Ch. 2
The Business of Changing the World –Benioff – Ch. 17(Steve Case)
How to Change the World – David Bornstein – read PDF handout

Speaker: Pascal Finette, Managing Director, Singularity Start-up Lab
+ Panel: Ashoka, Gratitude, Singularity, LaborLink
(Note: we will be meeting at Singularity Start-up Lab – Mountain View campus)

Assignment #2 Due: Apply entire CPS process to a personal issue.

Class 11
April 9
Engines of Change: Open Innovation & Funding Environments
A look at concept of Open Innovation in the context of today’s idea generation and money-raising (including incubators, accelerators, crowd-funding).

Readings and Materials:
Henry Chesbrough - Open Innovation, read PF with Intro + Ch. 3
Additional Open Innovation Material:
“Motivating Creativity in Organizations: Amable (HBR: CMR096)

**Lecture:** Crowd-funding, talent sourcing; incubation and open innovation.

**Guest Speaker:** Solomon Darwin, Garwood Center, UC Berkeley

**Assignment #3 Due:** Ideation & Solution-finding, Real-time company

**Class 12 Presentations:** Companies A, B, C
April 16 Final presentations by class teams. Class evaluations.

Founders of each company will be present. Feedback will be provided by Professor/GSI

**Class 13 Presentations – Companies D, E, F**
April 23 Final presentations by class teams. Class evaluations.

Founders of each company will be present. Feedback will be provided by Professor/GSI

**Class 14 Integration:** putting it all together
April 30 Cases and discussions for tying together materials from the semester.

**Readings and Materials:**
Review case: “Keeping Google Googley”
Creativity – Csikszentmihalyi – Ch. 5 (pp. 107-125)
Optional reading: Google article in Fortune:

**Guest Speaker:** Brendon Kraham, Director of Emerging Ad Sales, Google & Co-Founder of AdMob (acquired by Google)

**Class 15 Final Presentations & Wrap-up**
May 7 Students will turn in their final Personal Innovation Plans to the professor and meet 1:1 to present findings and discuss application to their own lives and job searches.

**Finals Final Personal Presentation** – (weeks of May 4 and 11)
Students will turn in their final Personal Innovation Plans to the professor and meet 1:1 to present findings and discuss application to their own lives and job searches.

**INSTRUCTOR’S BACKGROUND:**

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 (aka Professor R)** – [Haykin@haas.berkeley.edu](mailto:Haykin@haas.berkeley.edu)
Currently on the faculty at the Haas School, Randy has taught New Venture Finance and Innovation classes 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.

Today, Randy is focusing on Haykin Capital, which provides mentor capital to many start-ups in the Bay Area. He gets involved in 2 companies at a time, working hands-on with the founders and investing. At present, he is on the board of two companies created by Haas grads!

Randy’s most recent endeavors center around social/impact work. He co-founded The Gratitude Network (http://gratitudefund.org) in 2011 and has run The Intersection (http://intersectionevent.com) for the past 3 years.

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/