

The Interdisciplinary Workplace

The Organization as a Society

Traditional Societies	Traditional Organizations
<ul style="list-style-type: none">• Social roles prescribed• Good & evil are distinct• Truth is not debatable• Individual choices restricted to social prescriptions	<ul style="list-style-type: none">• Roles strictly defined<ul style="list-style-type: none">– Specific functions and jurisdictions of influence• Rational thinking and decision making• Hierarchical relationships<ul style="list-style-type: none">– Impersonal– Based on established rules

The Organization as a Society

Collectivist Societies	“Collectivist” Organizations
<ul style="list-style-type: none">• Identity = group identifications• Goals of one’s group more important than own goals• Admired<ul style="list-style-type: none">– “Team player”– Not attracting attention from others	<ul style="list-style-type: none">• Group membership<ul style="list-style-type: none">– Department– Work team• Work towards organizational goals• Team-oriented thinking rewarded<ul style="list-style-type: none">– Team received credit for accomplishments

The Organization as a Society

Social Support

- Supports creativity
 - That furthers society' s goals
- Hinders creativity
 - That threatens power structure

Organizational Support

- Supports creativity
 - When creativity is goal of organization
 - Creativity is valued
- Hinders creativity
 - When new ideas and products threaten power structure

Traditional Organizational Structure

- Reduce uncertainty
 - Replace it with routine
 - Maximize predictability and order
- Roles
 - Strictly defined
 - Specific functions and jurisdictions
- Ensure accountability
- Use control to increase productivity

Traditional Organizational Structure

- Work well in stable economic environments
 - Homogenous workforce and consumer base
- Current economic environment is unstable
 - Changes are global
 - Heterogeneous workforce and consumer base

Hierarchical Organization

- Depends on specialization
 - Encourages conservative thinking
- Unfamiliarity with subordinate's specialization
 - Rejection of subordinate's unfamiliar/creative ideas
- Hinders rapid task switching
 - Constant learning curve
 - No time for creativity

**Traditional Organizational Structure
(Kimbrell, 1999)**

- Quickly becoming a nation of stressed-out wage slaves
 - Jobs require them to work longer
 - 88% of workers
 - Jobs require them to work faster
 - 68% of workers
 - Jobs are meaningless
 - 80% of workers
- Solution = more jobs?
- Solution = more meaningful jobs?

(Very) Traditional Work

- Occurred at or near the home
 - Surrounded by family, community, nature
- Was integrated with life
 - Not 8 hrs of work in the middle of day
- No specific term for work
 - "Job" = criminal or demeaning act
 - "Career" = "racing course", "rapid and unrestrained activity"
 - "Vocation" = "answering a calling"
 - Leads to a "profession" ("public declaration of what we believe and who we are")

Cult of Efficiency

- Cult of efficiency
 - Work faster, waste less time, produce more
 - Causes stress and mental disorders (anxiety, depression)
 - Solution
 - Work ethic emphasizing empathy for physical and mental needs of workers

Dictatorship of the Workplace

- “Every workplace is a dictatorship”
 - Passive subjects in managerial tyrannies
- Misplaced values
 - Focus is on wages
 - Focus should be on sense of purpose and accomplishment
 - Increase role in decision-making
- Forced to move where the job is
 - Destroy sense of community and family

Re-envisioning the Workplace

- Advise students to seek vocations rather than jobs
- Empathy for physical and mental needs
 - More paid vacation and family health care
 - Flexibility in choosing part-time work
 - Higher minimum wage
 - Medical benefits

Re-envisioning the Workplace: Creativity

- Less emphasis on rules, regulations...
 - Less specialization
 - Don't punish violations of hierarchy
- Reward behavior resulting in creative products
 - Let people take risks and fail
- Hire slow learners of the organizational code



Re-envisioning the Workplace: Creativity

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Hire Slow Learners of the Organizational Code (Sutton)

- Shared norms
- Hiring decisions
 - Based on similarity to employees
- Innovative organizations
 - Needs “weird” employees
 - “Avoid ignore, or reject “the heat of the herd””

Characteristics of “Slow Learners”

- Low self-monitors
- Avoid contact with co-workers
- Have high self-esteem

Low Self-Monitoring

- Insensitive to cues about how to act
 - Controlled by inner attitudes, dispositions and values
 - Intrinsically motivated
- Not affected by social norms
 - Increase range of ideas in organization

Creative Personalities

- Non-typical problem solving processes
 - Divergent thinking
 - Remote association
 - Sensitivity to problems
- Non-typical personality traits
 - Openness to experience
 - Drive/ambition
 - Independence
 - Need to be original
 - “Psychoticism”

Organizations Hiring “Creative” Personalities

- Assume creative organizations
 - Result from hiring creative people
- Assume creativity can’t be trained
 - Or only trained within certain limits

The “Creative Class”

- Shift to knowledge-based economy
- Productive, well-paid work
 - Based on ideas, information, adaptive thinking
 - Supported by the creative class

The “Creative Class”

- Social class
 - Paid to be creative
- Super-creative core
 - Scientists, engineers, artists
- Creative occupations
 - Creative professionals, managers
- 30% of workforce

The “Service Class”

- Low-end, low-wage, low-autonomy
 - Food service, janitors, secretaries...
 - Largest growing sector
- Supports the creative class
 - Take care of them
 - Do their chores
 - Allowing creative class to work long, unpredictable hours for high pay
- Illustrates discrepancies in what people do for their lives

Creative Class Values

- Individuality
 - Slow learners of organizational codes
- Meritocracy
 - Favor hard work, challenge and stimulation
 - Upward mobility based on skill and talent
 - Salary is only a marker of achievement (feedback)
- Diversity & Openness
 - Valued in all its manifestations
 - Sometimes out of self interest

Key to Economic Success

- Recruiting the creative class
 - Maintaining challenge
 - Stretching skill set
 - Work among interesting peers
- Create optimal conditions
 - Creative class attracted to organization

Assumptions of Organizational Approach to Creativity

- Creative individuals
 - Make a company creative
 - Are different from “normal” individuals
- Creativity can not be taught
 - Or only taught with limited results

Psychometric Approach to Creativity

- Origins in Intelligence test movement
 - Influenced by “Romanticism”
- Creative people differ from “normal” people
 - Possess traits normal individuals lack
 - Can be recruited but not “grown”
- Focus on **historical** creativity

Tests of Creative Thinking Capacity

- Test individual's capacity to think creatively
- Assumptions
 - Generality of creative thinking skills
 - Difference between IQ and creativity
- Example
 - Divergent thinking test

Cognitive Components of Creative Processes

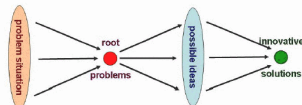
- Sensitivity to problems
 - See deficiency and think about how to resolve
 - Analyze situation
 - Determine what follows
- Components of creative thinking
 - Divergent thinking
 - Remote association

Suppose that humans suddenly no longer had to eat. List all the consequences you can think of that would arise

List all the problems or difficulties you can think of with the present day toaster

Divergent Thinking

- Divergent and convergent thinking during problem solving
 - Divergent
 - Generate many solutions
 - Convergent
 - Turn ideas into specific solutions
- Divergent = creative (?)



Remote Associations

- The ability to form connections between unrelated ideas
 - Go beyond task demands
- Remote Associates Task

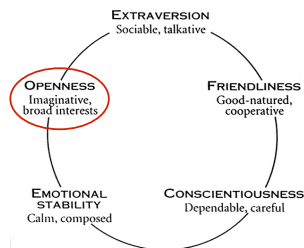
TUG GRAVY SHOW: _____

Creative Personalities

- Constellation of personality traits
- Identify traits of creative individuals
 - ["Big Five" personality inventory](#)

Creative Personalities

- High in Openness
 - Focus of creativity research
- Low in Extraversion
- Low in Friendliness
- Low in Stability



Creative Personality in the Arts and Sciences

Trait Category	Artists	Scientists
Nonsocial	Openness to experience Fantasy oriented Imagination Impulsivity Lack of conscientiousness Anxiety Affective Illness Emotional sensitivity Drive Ambition	Openness to experience Flexibility of thought Drive Ambition
Social	Norm doubting Nonconformity Independence Hostility Aloofness Unfriendliness Lack of Warmth	Autonomy Introversion Independence Dominance Arrogance Hostility Self confidence

Characteristics of Interdisciplinarys

Trait Category	Interdisciplinarys	Scientists	Artists
Traits	Reliability (self motivated) Flexibility Initiative & Assertiveness Patience Tolerate ambiguity Resilience Risk taking Sense of adventure Thick Skin	Flexibility Dominance Drive/Ambition Autonomy Independence Open to experience	Lack of conscientiousness Independence Drive/Ambition Impulsivity Open to experience Fantasy oriented Anxiety/Affective Illness
High Ego Strength	Self secure Sensitivity to others Preference for diversity/ new social roles	Self confidence	Aloofness Emotional sensitivity Norm doubting Nonconformity
Broad Education	Broad interests Competence in one's field Ability to work in groups	Arrogance Hostility Introversion	Hostility Unfriendliness Lack of Warmth
