COURSE OUTLINE: BA 562 001 and 002 – CREATIVITY

COURSE INFORMATION

Instructor: Dr. Angèle Beausoleil	**Teaching Assistant:** TBD
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Phone: 604.827.2179	Phone: TBD
Office hours: By appointment	Office hours: By appointment
Section number: 001	**Class meeting times: Mon-Fri 8 am – 12 pm**
Section number: 002	**Class meeting times: Mon-Fri 1 pm – 5 pm**
Course duration: *Apr 22 - 26, 2024*	**Classroom location: HA 254**

LAND ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site. We are grateful to learn and teach on this land.

COURSE DESCRIPTION

Creativity is a core leadership skill that differentiates a great leader from a good one. Creative leaders have the ability to innovate, problem-solve and generate new ideas (independently and collectively) that inspire change and action. Creativity is often misunderstood as an inherent talent, when in fact, it is a discipline that can be learned and sharpened. Creativity involves a process of turning new, imaginative ideas into reality, and requires persistent and deliberate practice. This five-day intensive course will challenge you to develop (or reclaim) your professional creative confidence. Through a combination of lectures, podcasts, videos, and immersive in-class activities, you will learn to see business problems and opportunities in new ways and develop solutions unseen and unimagined by others. This foundational course provides you with key principles, prompts and practices to foster individual creativity and ways to apply them in teams and in business. As managers and future leaders, discover how creativity is a force for important and impactful change.

COURSE FORMAT

This experiential course requires students to engage fully in a studio-oriented classroom; use paper-based and digital tools/templates/resources to contribute to class discussion, create assignments and presentations; and, collaborate in pairs and groups work. Example from creative industries will inspire you. **A printed and digital 'creativity notebook' must be purchased for this course ($10) a link will be provided**. Course format details includes:

- 4 hr studio/class per day over 5 days (includes mini breaks)
- 2-3 hrs homework daily (short and inspired readings, videos, podcasts and assignments)
- Flipped-classroom model of pre-reads prior to each class *(i.e., concepts are introduced through pre-readings/videos; classroom time is for discussion and expression of these concepts)*

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LEARNING OBJECTIVES

By the end of this course, students will:

- Compare and contrast creative thinking processes.
- Acquire creative confidence in expressing POVs and making decisions.
- Analyze and synthesize business strategies.
- Critique and evaluate ideas and opportunities.
- Generate innovative ways (observe, question, associate, network, and experiment) to solve business problems in the form of new products, services, programs or business models.

SUSTAINABLE DEVELOPMENT GOALS (SDGS)

At UBC Sauder and the RHL Graduate School, we are committed to responsible business practices that can have transformative impacts on society. One of the ways we are reinforcing our commitment to responsible business is by showcasing relevant content in our courses via the lens of the United Nations Sustainable Development Goals. Throughout the course, we will touch on topics that relate to the following goals:

- **SDG 8:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
- **SDG 9:** Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.
- **SDG 11:** Make cities and human settlements inclusive, safe, resilient, and sustainable.
- **SDG 12:** Ensure sustainable consumption and production patterns.

ASSESSMENT SUMMARY:

1.	Class Participation - Individual	15%	**Ongoing**
2.	Creativity Test Reflections (3) - Individual	15%	**Day 1, 2 and 4**
3.	Comic Book Business Case -Individual/Duo	30%	**Day 3**
4.	Applied Creativity Project -Team	30%	**Day 5**
5.	Course Reflection - Individual	10%	**Day 5**

Assignment Details:

- ***Individual Class Participation (15%):*** *Students are expected to attend all classes, engage during class and make a contribution to the overall learning experience. This mark will be based on class attendance and thoughtful participation in class discussions. The focus will NOT be on the quantity of participation (e.g., number of answers and response length) but quality of participation (e.g., furthers the conversation, thought provoking, builds on the material). Note: 5% of this grade will be based on a peer-evaluation in your teams.*

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- ***Individual Reflections on Creativity Tests (3@5%): (15%)*** *Students will engage in-class Creativity Tests as one measure of their personal evolution with creative thinking practice. You will submit short personal reflections from each test. See Canvas>Assignments section for details.*

- ***Individual (Pairs) Business Case as Comic Book (30%)*** *Students will analyze and synthesize a business case, then communicate their analysis of the business case as a comic book strip (on poster-size paper). Working in pairs, the students will think visually, associate insights in new ways, convey the case elements and communicate their own strategies, creatively. See Canvas>Assignments section for details.*

- ***Team-based Applied Creativity Project (30%)*** *Students will complete a group 'creative collaboration' project (aka innovation hackathon) that consists of an innovation challenge and pitch/presentation. The challenge will be introduced in Day 4 and the student teams will use a creative-problem solving process to propose ideas within 24 hours. The presentations will be assessed based on the quality of output, originality and viability. See Canvas>Assignments section for details.*

- ***Individual Course Reflection (10%)*** *Students will write and submit a personal course reflection paper. This final reflection assignment demands that you provide THREE key takeaways from your course learning experience. Write a two-page 800-word reflection paper (max) paper (save as PDF) and include personally generated images/charts/sketches/etc - no cover page needed. Your grade depends on clearly articulating the key takeaways (in words and images), your personal introspection and connections you draw between takeaways, and what it means to you re: your creative potential. See Canvas> Assignments section for details.*

COURSE MATERIALS & REQUIREMENTS

Required Reading/Viewing Materials: (*note: substitutions may be made prior to classses*)

This is a 'flipped classroom' course where students are required to pre-read/pre-view/pre-listen the articles/videos/podcasts to engage fully and effectively in-class.

- *Gladwell, M. (2008). [How Creativity Works](#) (Hallelujuah) Revisionist History Podcast.*
- *Amabile,T and Khaire, M. (2008). [Creativity and the Role of the Leader](#). Harvard Business Review.*
- *McKendric, J. (2024) [As AI Rises, So Do Calls For More Creativity](#). Forbes.*
- *Eapen, T. T., Finkenstadt, D. J., Folk, J., & Venkataswamy, L. (2023). [How generative AI can augment human creativity](#). Harvard Business Review, 101(4), 56-64.*
- *Dyer, J. H., Gregersen, H. B., & Christensen, C. M. (2009). [The innovator's DNA](#). HBR.*
- *Stinsin, L. (2026) Wired. https://www.wired.com/2016/01/ibms-got-a-plan-to-bring-design-thinking-to-big-business/*
- *Dix, A., Ormerod, T., Twidale, M., Sas, C., Silva, P. A., & McKnight, L. (2006). Why bad ideas are a good idea. Paper presented at the HCIEd2006, Limerick, Ireland.*
- *Kelley D and Kelley, T. (2012). Reclaim your Creative Confidence. Harvard Business Review (video: https://www.ted.com/talks/david_kelley_how_to_build_your_creative_confidence?language=en)*
- *Johnson, S. (2010). [Where good ideas come from](#). TedTalk video.*
- *De Bono, E. https://www.atlassian.com/blog/productivity/six-thinking-hats*
- *Marr, B (2023), [The intersection of ai and Human Creativity: Can Machines Really be Creative](#)?, Forbes Magazine.*

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- *Beausoleil, A. (2022) Business Design Thinking and Doing: Frameworks, Strategies and Techniques for Sustainable Innovation.*
- *Llopis, G. (2014). Five Ways leaders enable innovation in their teams. Forbes Leadership. April, 7.*
- *Visual Thinking for Business: https://www.youtube.com/watch?v=pUelkBYu9jU*
- *Robbins, T. How to Shift Your Business Mindset and Unleash Creativity: 12 Proven Strategies*
- *Ollie. (2023. The Power of Entrepreneurial Creativity: Unleashing Innovation in Your Business, Medium.*
- *Tsipursky, G. (2024). The myth that remote work stifles innovation and creativity. Fortune Magazine.*

SCHEDULE

DAY	DATE	TOPIC	ASSIGNMENTS/WHAT'S DUE
1	Mon: Apr 22	How Creativity Works Creativity and Innovation Key Innovator Behaviours	Pre-Readings/Listenings Daily Reflection
2	Tues: Apr 23	The Business of Creativity Creative Processes: Cirque du Soleil, Pixar and IBM	Pre-Readings Daily Reflection
3	Wed: Apr 24	Analysis and Synthesis: Divergent and Convergent Thinking Communication Design Devices	Pre-Readings Business Case Comic Book (in-class) Daily Reflection
4	Thurs: Apr 25	Creative Problem-Solving Process (CPS) Ideation/Prototyping Good to Great Storytelling	Pre-Readings Group Project Deliverable
5	Fri: Apr 26	The Art of Critique Creative Expression Value of Creativity in Business Reflection	Pre-Readings (on-going) Group Presentations Course Reflection (post-class)

COURSE-SPECIFIC POLICIES AND RESOURCES

Missed or late assignments, and regrading of assessments
Late submissions will not be accepted and will receive a grade of zero.

Academic Concessions
If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an Academic Concession Request & Declaration Form. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per UBC's policy on Academic Concession.

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Code Plagiarism

Code plagiarism falls under the UBC policy for Academic Misconduct. Students must correctly cite any code that has been authored by someone else or by the student themselves for other assignments. Cases of "reuse" may include, but are not limited to:

- the reproduction (copying and pasting) of code with none or minimal reformatting (e.g., changing the name of the variables)
- the translation of an algorithm or a script from a language to another
- the generation of code by automatic code-generations software

An "adequate acknowledgement" requires a detailed identification of the (parts of the) code reused and a full citation of the original source code that has been reused.

Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.

Attendance

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

Punctuality

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

Electronic Devices

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

Citation Style

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:
http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625
University Policies and resources [do not modify this paragraph]
UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate

accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at https://senate.ubc.ca/policies-resources-support-student-success.

Respect for Equity, Diversity, and Inclusion
The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including Indigeneity (including identification as First Nation, Métis, or Inuit), race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

Academic Integrity
The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

Use of Artificial Intelligence
Generative AI (Including ChatGPT) Not Permitted
Any work submitted must be your own original work, written without outside assistance or collaboration. Any use of generative artificial intelligence (AI), including ChatGPT, is not permitted and constitutes academic misconduct. Any student suspected of submitting work that includes AI generated content may be asked for preliminary work or other materials to evidence the student's original and unaided authorship. The student may also be asked to separately explain or support their work. AI identification methods may also be employed by the instructor. After review, if it is determined by the instructor that submitted work likely contains AI generated content, the work may receive a zero and may be subject to further misconduct measures set out in the UBC Academic Calendar.

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