

COURSE INFORMATION

Course title:	Creativity	Credits:	1.5
Course code:	BA 562	Class	
Session, term, period:	2020WT1	location:	https://ubc.zoom.us/j/65652480150 passcode: 123456
Section(s):	004	Class	Wed: 6:00—9:30
		times:	* <u>note</u> : Thur. Nov.12th: 6:00-9:30 (reschedule of Nov. 11 holiday)
Course duration:	Nov.2—Dec.4, 2020	Pre-requisites:	n/a
Division:	Innovation & Entrepreneurship	Co-requisites:	n/a
Program:	FT MBA		

INSTRUCTOR INFORMATION

Instructors:	Darren Dahl, PhD Kari Marken, PhD	Office hours:	By Appointment
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Teaching Assistant:
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ACKNOWLEDGEMENT

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

COURSE DESCRIPTION

Creativity is at a crossroads as a powerful tool for business. An IBM-led study of 3,000 CEOs listed "creativity" as the most important factor that they believed would drive their business success. Never before has creativity been such a valuable, sought after asset in companies across all industries. At the same time, business schools and business have been accused of squashing the creative spirit in individuals. We'll find out why and what you can do to ensure your creative voice flourishes.

COURSE FORMAT

This course is a mixture of lecture, activities, and discussion. Course time will be spent in active engagement on the topic at hand, i.e., the importance of creativity to the individual and organization.

LEARNING OBJECTIVES

By the end of this course, students will be able to:

1. Demonstrate your creative potential; how to unlock it, express it, foster it.
2. Recognize that creativity is a process, not a flash of blinding light.
3. Foster creativity and innovation in others – build a creative culture.
4. Explore how creativity can be hampered, intentionally or not.
5. Gain experience using creativity tools.
6. Explore how you can be the inspiration for ideas in your company.

ASSESSMENTS

Summary

<u>Component</u>	<u>Weight</u>
Journals (Reflection)	40%
Project (Creation)	30%
Class participation	<u>30%</u>
Total	<u>100%</u>

No final exam - more on this in Class #1

Details of Assessments

Assessment method and approach will be discussed in the first class session.

ONLINE TEACHING TOOL & REQUIREMENTS

This course will be taught using Zoom for synchronous classes and office hours.

For this course, you are required to use a Zoom account during synchronous classes and office hours. If you do not have a Zoom account, you can create one here:

<https://zoom.us/signup>. Note: creating a Zoom account requires that you provide a first name, last name, and email address to Zoom. For privacy purposes, you may consent to using your existing email address and your real name. Alternatively, if you prefer, you may sign up using an alternative email address and an anonymized name that does not identify you (i.e. Jane Doe, jane.doe@email.com). If you have trouble creating an account, or accessing a Zoom session, please contact

CLCHelp@sauder.ubc.ca. You will be required to provide the email address associated with your Zoom account in a Canvas quiz for identification purposes. To help replicate the classroom experience, make sessions more dynamic and hold each person accountable, both students and instructors are required to have their cameras on

during Zoom sessions. Students who require an accommodation with regard to the “camera on” requirement must contact their instructors in advance of the first class to discuss options. As professional graduate students, students are expected to conduct themselves professionally by joining sessions on time, muting mics when not speaking, refraining from using any other technology when in-session, attending in business casual dress (at a minimum), and participating from a quiet environment. Content from synchronous sessions will be selectively recorded per instructor discretion and made available to students on Canvas for a maximum duration of the course length. This is done to allow students the opportunity to return to lecture content to solidify learnings.

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](https://webforms.sauder.ubc.ca/academic-concession-rhlee) <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. 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](#).

POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

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

During online lectures, students are not permitted to use any electronic devices other than the primary one used for attending the online lecture (e.g. laptop or desktop). Only Zoom should be open during the online lecture unless an instructor advises the use of another program/website for an in-class activity. Feedback from students indicates that personal devices are the number one distraction from effective learning and participation in the online learning environment.

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

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 status as a First Nation, Metis, Inuit, or Indigenous person, 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.

Academic Freedom and Students Studying from Outside of Canada

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>.

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All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. **In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial.** Further, audio or video recording of

classes are not permitted without the prior consent of the instructor. Students may not share class Zoom links or invite others who are not registered to view sessions.

REQUIRED READINGS

Students will need to purchase a readings package for this course (provided). All other required resources (videos, blog posts, etc.) are available online.

RECOMMEND READINGS

Good Books that Talk the Creative Talk and/or Walk the Creative Walk

(recommended for you to explore, but they are not mandatory for this course)

- *The Creative Habit* – Twyla Tharp
 - a professional dancer/choreographer makes a strong case for the necessity of *habit* and *routine practice* in creative pursuits.
- *A More Beautiful Question*—Warren Berger
 - explores the art of questions and how they can spark breakthrough ideas
- *Banish Your Inner Critic: Silence the Voice of Self-Doubt to Unleash Your Creativity and Do Your Best Work* –Denise Jacobs
 - we are our own harshest critic, hampering our ability to contribute creatively to the organizations we work in and the communities we serve.
- *Split Tooth*—Tanya Tagaq
 - a musician’s memoir written in such a way that it surprises the reader, breaks all the ‘rules’, and provides a window into the mind of an extraordinary creative.
- *Thinkertoys* – Michael Michalko
 - a handbook of tools, techniques, exercises and activities to inspire creative-thinking.
- *Creativity: The Psychology of Discovery & Invention*—Mihaly Csikszentmihalyi
 - lessons in creativity from the leading psychologist who coined the term ‘flow’.
- *Creativity Inc.* – Ed Catmull (with Amy Wallace)
 - the co-founder of Pixar Animation Studios shares his perspective on the role of creativity in business and leadership.
- *MC24: 24 Principles for Designing Massive Change in Your Life and Work*—Bruce Mau
 - a visually beautiful book that presents 24 principles to ignite creativity from a designer’s perspective.
- *A Whole New Mind: Why Right-Brainers Will Rule the Future* – Daniel H. Pink

- a bestselling non-fiction author (Pink) outlines six human creative abilities that are essentials for professional success and personal fulfillment--and reveals how to master them.
- *Creative Confidence*—Tom Kelley & David Kelley
 - makes a case that everyone is *creative* and presents a way of thinking about creativity that can “unleash the creative potential within us all”.

COURSE SCHEDULE

Important Note: This course relies heavily on the full, in-person, undistracted, focused, (mostly) on-camera presence of everyone in the group. Multi-tasking while in-class will be difficult to hide due to the highly interactive nature of this course. If you have life circumstances that make full, uninterrupted presence difficult, please contact the instructors as soon as possible to discuss accommodations or workarounds ahead of time.

Class	Date	Topic	Required Reading from Readings Package
1	Nov.4 th	Course Overview Why 'Creativity'? Who is 'Creative'? & What is 'Creativity'?	Jacobs, D. (2017). <i>Banish Your Inner Critic</i> : . <i>Ch. 7: I'm Not Creative pp. 269-293.</i>
2	Nov. 12 th	Observation Experimentation	Building a Culture of Experimentation (Thomke) – HBR March-April 2020
3	Nov. 18 th	Curiosity	Berger, W. (2014). <i>A More Beautiful Question: The Power of Inquiry to Spark Breakthrough Ideas</i> . New York: Bloomsbury. <i>Chapter 4: Questioning in Business.</i>

	Nov. 18 th (cont'd)	Play	Nakamura J., Csikszentmihalyi M. (2014). The Concept of Flow. In: <i>Flow and the Foundations of Positive Psychology</i> . Springer, Dordrecht.
4	Nov. 25 th	Building Organizations Weird Rules & Metaphors	The Weird Rules of Creativity (Sutton) – HBR September 2001
5	Dec. 2 nd	Social Change Systems of Innovation	The Hard Truth About Innovative Cultures (Pisano) – HBR January-February 2019
6	TBD	2-5 minute presentation of your creativity project.	
Due:	TBD	Journal Submissions due @ 11:59 p.m. (uploaded to Canvas)	