

### Land Acknowledgement

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

### Course Information

Course title:	<b>Creativity</b>		
Course code:	BA 562	Credits:	1.5
Session, term, period:	2022 WT2 Period 7	Class location:	HA133
Section(s):	001 & 002	Class times:	<b>Mon &amp; Wed:</b> <b>001:</b> 9:00—12:00 <b>002:</b> 1:00 - 4:00 <b>Fri (Mar 25 only</b> exact timing TBD)
Course duration:	March 7th - 25th, 2022		
Division:	<a href="#">Entrepreneurship &amp; Innovation Group</a>	Pe-requisites:	N/A
		Co-requisites:	N/A
Program:	FTMBA		

### Instructor Information

Instructor: **Kari Marken, PhD** Email: [kari.marken@sauder.ubc.ca](mailto:kari.marken@sauder.ubc.ca)

Teaching Assistants: **KJ Sharan & Brad Huang**

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Office Hours: *by appointment*

### Course Description

The LinkedIn 2020 Workplace Learning Report ranked “Creativity” as #1 ‘soft’ skill companies seek. And in 2022— during a time of response, reaction, adaptation, and re-imagination—the demand for creative solutions continues to grow. Never before has creativity been such a valuable, sought after asset in organizations across all industries. At the same time, business has been accused of squashing the creative spirit in individuals. We’ll find out what you can do to nurture creativity within yourself and in the communities you serve.

## Course Format

This course is a mixture of workshops, lecture, hands-on activities, and class discussion. Course time will be spent in active engagement on the topic at hand

## Learning Objectives

By the end of this course, we will:

1. Construct and share stories, questions, and visuals to compel an audience to gather, care, listen, and act;
2. Notice & foster creativity in self & others - build a creative culture;
3. Practice a set of applied tools to harness creativity in group processes;
4. Apply principles of observation, systems-thinking, design, flow, and curiosity to collaborative innovation process.
5. Apply design methods and creative communication approaches to navigate a group challenge.

## Assessments Summary

<u>Component</u>	<u>Weight</u>
Design Brief (group)	15%
Pitch Presentation (group)	30%
Reflective Storytelling Paper (individual)	15%
Creativity Portfolio (individual)	30%
Peer Feedback & Professionalism	10%
Total	100%

- **There is no final exam in this course**

## Details of Assessments

Further details will be added .

## Learning Materials

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

## Course-specific Policies and resources

### *Missed or late assignments, and regrading of assessments*

Late submissions will receive a penalty.

### *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.

### COVID-19 Policies for Attendance & Academic Concessions:

If a student feels unwell, they should stay home and send a courtesy email to each impacted instructor and cc their program manager. The student should also submit an [Academic Concession Request & Declaration Form](#).

If a student suspects possible Covid-19 infection, they should use the BC Ministry of Health's [self-assessment tool](#), to help determine whether further assessment or testing for COVID-19 is recommended.

If a student is required to self-isolate (e.g., while waiting for test results), they should follow the steps above (stay home, email instructor(s) and program manager, submit an [Academic Concession Request & Declaration Form](#), and follow BC Health Guidance.

Students who are required to quarantine, should get in touch with their Program Manager to discuss the possibility of academic concessions for each impacted course. The Program Manager will work closely with your instructors to explore options for you to make up the missed learning.

### Covid-19 Safety in the Classroom:

**Masks:** Masks are **required** for all indoor classes, as per the BC Public Health Officer orders. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. For the purposes of this order, the term "masks" refers to medical and non-medical masks that cover our noses and mouths. Masks are a primary tool to make it harder for Covid-19 to find a new host. You will need to wear a medical or non-medical mask for the duration of our class meetings, for your own protection, and the safety and comfort of everyone else in the class. You may be asked to remove your mask briefly for an ID check for an exam, but otherwise, your mask should cover your nose and mouth. Please do not eat in class. If you need to drink water/coffee/tea/etc, please keep your mask on between sips. Students who need special accommodation are asked to discuss this with the program office.

**Seating in class:** To reduce the risk of Covid transmission, please sit in a consistent area of the classroom each day. This will minimize your contacts and will still allow for the pedagogical methods planned for this class to help your learning.

Visit the following website for the most recent updates regarding Covid-19 protocol on campus: <https://students.ubc.ca/campus-life/returning-to-campus>

### *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 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>

### *Copyright*

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

Readings are all available on the Course Canvas site in the Library Online Course Reserves. You will find a Recommended Readings list in Canvas. You will use the Recommended Readings list as your first point of research your course assignments. Any required readings are indicated in the course schedule below and on the reading list.

## COURSE SCHEDULE

**Important Note:** Our time together in class will feel more like a facilitated, interactive workshop than a traditional lecture/discussion. 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 in-class difficult, please contact the instructors as soon as possible to discuss accommodations or workarounds ahead of time. **Come to our first class having read the two required readings.**

Class	Date	Topic	Required Readings
1	March 7 <sup>th</sup>	Course Overview  Debate & Define	Godin, S. (2020). Chapter One: Trust Yourself. In <i>The Practice: Shipping Creative Work</i> . Portfolio: New York.  & Jacobs, D. (2017). Ch. 7: I'm Not Creative (pp. 269-293). In <i>Banish Your Inner Critic: Silence the Voice of Self-Doubt to Unleash Your Creativity and Do Your Best Work</i> .
2	March 9 <sup>th</sup>	Observe, Re-Imagine & Design	Wakabayashi, D. (July 29, 2021). Google's Plan for the Future of Work. <i>New York Times</i> .  & Grant, A. (Host).(2021, May 3). That Blah You're Feeling is Called Languishing. In <i>Work Life with Adam Grant</i> . <a href="https://podcasts.apple.com/us/podcast/worklife-with-adam-grant/id1346314086">https://podcasts.apple.com/us/podcast/worklife-with-adam-grant/id1346314086</a>
3	March 14 <sup>th</sup>	Create Beauty & Story	Brown, B. (Host). (2020, Nov. 5). The Art of Gathering with Priya Parker. [Audio podcast episode]. In <i>Unlocking Us With Brene Brown</i> . <a href="https://brenebrown.com/podcast/brene-with-priya-parker-on-the-art-of-gathering/">https://brenebrown.com/podcast/brene-with-priya-parker-on-the-art-of-gathering/</a>

	March 16 <sup>th</sup>	Compel us to Care	Anthony, S., Cobban, P., Nair, R., Painchaud, N. (Nov.-Dec., 2019.). Breaking Down the Barriers to Innovation. Harvard Business Review.
4	March 21 <sup>th</sup>	Spark Curiosity	Berger, W. (2014). Chapter 4: Questioning in Business. in A More Beautiful Question: The Power of Inquiry to Spark Breakthrough Ideas. New York: Bloomsbury.
5	March 23 <sup>rd</sup>	Play	Csikszentmihalyi M. (July/August, 1997). Finding Flow. Psychology Today.
6	March 25 <sup>th</sup>	<i>Group Presentation Day</i>	
<i>Due Dates:</i>	upload to Canvas by 11:59 p.m.	<b>Design Brief:</b> March 10th <b>Reflective Storytelling Paper:</b> March 17th <b>Creativity Portfolio:</b> March 30th	