

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 of learning. To learn more about the notion of 'creativity' from the perspective of a Musqueam elder, I invite you to watch [Debra Sparrow's](#) talk (Sept., 2021) at Creative Mornings-Vancouver.

Course Title: Creativity

Course code:	BA 562	Credits:	1.5
Session:	2023 P5	Class location:	DL009 * except April 26 th *
Class times:	001: M/W/F/M: 8:00 – 12:00 p.m. 002: M/W/F/M: 1:00 – 5:00 p.m. 001 & 002: W, Apr. 26: 8:00 – 12:00 p.m. * in HA 132	Course duration:	April 17 th -26 th
		Pre-requisites:	N/A
Division:	Entrepreneurship & Innovation Group	Co-requisites:	N/A
Program:	FTMBA		

Instructor: [Kari Marken, PhD](#) **Email:** kari.marken@sauder.ubc.ca **Office Hours:** by appointment
Teaching Assistant: Saara Rajan / saara.rajan@ubc.ca

Course Description

Creativity is at a crossroads as a powerful tool for business. The LinkedIn 2020 Workplace Learning Report ranked “Creativity” as #1 ‘soft’ skill companies need most. And in 2021— 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 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 creativity flourishes within yourself and in the communities you serve.

Course Format

The collaborative methods this course will focus are from the fields of: *Systems Thinking, Community Development, Design, Strategic Planning, and Creativity & Innovation Frameworks*. The course will take a “studio approach”, meaning that, within each session, students are responsible to participate fully and provide iterative feedback to their peers. We engage with the course concepts by creatively doing things. All students are expected to actively show-up and demonstrate an ethic of community contribution in the classroom. The content of the course is not captured in slide decks. Instead, the content will be captured in the applied experiences, the subsequent discussion, the artefacts that emerge from the activities, and our personal and collective critical reflection on daily topics. You will co-create the course with me.

Learning Objectives

By the end of this course, students will:

- **L01:** Construct and share stories, questions, and visuals to creatively compel an audience to care;
- **L02:** Foster, notice and nurture creativity in self & others to build a collective creative culture;
- **L03:** Explore how creativity can be hampered, or catalyzed with intent;
- **L04:** Apply principles of observation, systems-thinking, design, flow, communication and persuasion to innovation and creativity challenges;
- **L05:** Apply and refine their use of hands-on creativity tools & creative collaboration processes.

Assessments Summary

All minor assignments will be completed and submitted during class time. If you are registered with the Centre for Accessibility, please reach out to kari.marken@sauder.ubc.ca as soon as possible so that I can adapt the course to best meet your unique strengths and fully invite your contributions.

Name / Type	Weight / Learning Objectives	Due
Major Assignment (Group) Design Challenge Prototype & PechaKucha Presentation	%30 L01, L02, L04, L05	April 26 th
Major Assignment (Individual) Discussion Seminar Lead	%20 L01, L02	April 17 th & April 24 th
Minor Assignments*	10 x 5% = 50% L01, L02, L03, L04, L05	April 17 th , 19 th , 21 st , 24 th <i>In-Class</i>

Details of Assessments

Refer to the Canvas Course materials for additional details when Canvas is published.

Learning Materials

Most resources (videos, blog posts, etc.) will be available in the Canvas course once it is published. There are no additional costs for materials. On the days we aren't in class, it's expected to keep your curiosity about the course content activated by interacting with readings, resources, and videos. You can also go on long walks or explore the city, seeking creative experiences that go beyond what's available on a computer. The city has so much to offer in terms of creative inspiration: natural wonders, incredible restaurants and cafes, museums, arts venues, live music, outdoor murals, and architectural marvels (to name a few). Go roaming and gathering and share back to the class what you found and what you invite others to explore. I expect your assignments and contributions to class to be *informed* by sources beyond your opinion. Bring other valid sources of inspiration and exploration into your unique experience of the course. Here's a live document that we will all add to. I've included my suggestions at the top (start searching there to help with your assignments and to deepen your understanding). Each of you will add your suggestions to the document and it will serve as co-created, living resource for your cohort's reference.

<https://docs.google.com/document/d/14LoNBmIKLtw-lAw76LOumgTVa-UUMu0/edit?usp=sharing&oid=104461528192893794681&rtpof=true&sd=true>

Course-specific Policies and resources

Use of ChatGPT & other AI-Generated Outputs

Depending on the assignment, the use of ChatGPT and other AI-Assisted tools may be used. You will see a note about the use of ChatGPT attached to each assignment when it is published in Canvas. You must retain all of your ChatGPT chat logs, including all prompts and responses. Your instructor or TA may request to see the log. Like any other outside source, you

need to acknowledge its use properly. In this case, that means highlighting any (1) quoted text from ChatGPT in green; and (2) text that is a summarized or modified ChatGPT response in blue. Failure to fully declare the use of this tool will be considered unauthorized and "cheating" (See 3.b(iv) of the Vancouver Academic Calendar).

Missed or late assignments, and regrading of assessments

Late submissions will not be accepted and will receive a grade of zero, unless you are granted an academic concession or have a pre-arranged alternative deadline with the instructor based on a CfA academic accommodation

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](#).

Academic Accommodations

The [Centre for Accessibility](#) (CfA) facilitates disability-related accommodations and programming initiatives designed to remove barriers for students with disabilities and ongoing medical conditions. If you are registered with the CfA and are eligible for accommodations, please let the instructor know as soon as possible.

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.

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.

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.

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.

COURSE SCHEDULE

This is a general overview of the thematic focus each week.

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. Please refer to Page 1 of the syllabus to learn more about the Course Format.

Day / Room	Theme
<p>April 17th DL 009</p>	<ul style="list-style-type: none"> • Introductions & ‘How...?’ • Complex & Creative Systems
<p>April 19th DL 009</p>	<ul style="list-style-type: none"> • Design for Creative Possibility • Build, Break & Chat
<p>April 21st DL 009</p>	<ul style="list-style-type: none"> • Creative Communication: <i>Beauty, Story & Play</i>
<p>April 24th DL 009</p>	<ul style="list-style-type: none"> • Creative Collaboration: <i>Mindsets & ‘Accordion’ Tools</i>

<p>April 26th</p> <p>HA 132</p> <p>001 & 002: 8:00 – 12:00 p.m.</p>	<ul style="list-style-type: none">• Creative Presents: <i>Presentations, Presence, Closing Take-aways</i>
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