



Course Outline

Course: RSM452H1 F LEC0101 Creativity and Business Innovation Fall 2022
Date/Time: **Mondays: 1:00 to 3:00 pm EDT**
Location: University College **Room A101** (15 King's College Circle)

Instructors: Dr. Angèle Beausoleil and Andrew Seepersad
E-Mail: angele.beausoleil@rotman.utoronto.ca and andrew.seepersad@rotman.utoronto.ca
Phone: 416-946-3127
Office Hours: After class (3-4pm) or by appointment
TA: TBD

Course Scope and Mission

Creativity is often misunderstood as an inherent talent, when in reality, it is a discipline that can be (re)learned and honed. As a future business leader, creativity is a perspective, experience and skill that you will use and strengthen every day. Simply put, creativity involves a process of turning new, imaginative ideas into reality. This course guides you to combine your creative thinking, knowledge and values when finding connections between seemingly disparate objects, ideas or sectors. This experiential course will challenge you to develop your personal and professional creative confidence through a combination of light lectures, extensive interactive online and at-home activities. Learn to see business problems and opportunities in new ways and develop solutions unseen and unimagined by others.

Learning Objectives

In this course, students will:

- *Learn how to develop your creative confidence.*
- *Recognize that creativity is a process that requires active practice.*
- *Understand and practice divergent, convergent and reflective thinking.*
- *Gain experience using creative thinking tools to solve business problems and create a new product or service innovations.*

Course format:

This 'studio-based learning' course will require students to engage in a virtual classroom; use both digital and paper-based templates; use online multimedia resources to create assignments and presentations; and, collaborate online for group work and classroom discussions. Industry guest speakers will inspire you.

Course Prerequisites

RSM250H1 and Completion of 14.0 credits.

Required Readings

Note: The readings are subject to change - refer to updated readings in Modules on Quercus

- *Podcast: Malcom Gladwell's: how creativity works*
<http://dcs.megaphone.fm/PP4639166845.mp3?key=7182838d59bae94e9130e32eb6c1a8cd>
- *Article: HBR The Innovator's DNA* <https://hbr.org/2009/12/the-innovators-dna>

- Creativity Test: <https://www.mindtools.com/pages/article/creativity-quiz.htm>
- Article: <https://www.fastcompany.com/3040434/lessons-in-innovation-from-some-of-the-worlds-most-creative-thinkers>
- Video: Cirque de Soleil's Creative process: <https://www.msn.com/en-us/news/us/cirque-du-soleil-a-look-inside-the-famed-circus-creative-process/vp-BBOYIFd>
- Article: <https://hbr.org/2008/09/how-pixar-fosters-collective-creativity>
- Video: Tina Seeling, Divergent Thinking: <https://www.youtube.com/watch?v=ZeD7x0GoKEA>
- Article: "Creative problem-solvers possess both Divergent and Convergent Thinking abilities." <https://medium.com/sparcit-blog/what-improves-ones-creative-abilities-brief-description-of-divergent-and-convergent-thinking-8d1cd11e5282>
- Tutorial: How to plan and create a Comic Book <https://design.tutsplus.com/tutorials/create-a-comic-how-to-plan-and-lay-out-your-comic--cms-24179>
- Podcast: How to critique <http://www.maximumfun.org/shmatters/art-critique>
- Design as Applied Creativity: templates and guides provided
- Article: Dix, et al. (2006) Why bad ideas are a good idea. <http://www.alandix.com/academic/papers/HCIed2006-badideas/HCIED2006-badideas-CRC-v2.pdf>
- Article: <https://www.upwork.com/hiring/design/how-to-create-an-effective-creative-brief/>
- Article: NPD business cases and Creative collaborations
- Article: Rogers Five Factors
- Video: Pitching/Storytelling https://www.youtube.com/watch?time_continue=9&v=OlqzzAMgnSU
- Article: <https://medium.com/firm-narrative/want-a-better-pitch-watch-this-328b95c2fd0b>

Additional Reading (not mandatory) for those who want to learn more

- Amabile, T. M. (1988). A model of creativity and innovation in organizations. *Research in organizational behavior*, 10(1), 123-167.
- Csikszentmihalyi, M. (2013). Creativity: The psychology of discovery and invention (Reprint ed.).
- Csikszentmihalyi, M. (1997). Flow and the psychology of discovery and invention. *Harper Perennial, New York*, 39.
- Dyer, J, Gregersen, H, & Christensen, C. (2011). The innovator's DNA. *Harvard business review*, 87.
- Kelley, D., & Kelley, T. (2013). *Creative confidence: Unleashing the creative potential within us all*. Crown Pub.
- Kogerg, D. and Bagnall, J, (1930) The universal traveler: a soft-systems guide to creativity, problem solving, and the process of reaching goals. https://www.forgottenbooks.com/...pdf/The_Universal_Traveller_1000108013.pdf
- Nusbaum, E. C., & Silvia, P. J. (2011). Are intelligence and creativity really so different?: Fluid intelligence, executive processes, and strategy use in divergent thinking. *Intelligence*, 39(1), 36-45. <https://www.sciencedirect.com/science/article/pii/S0160289610001303>

Evaluation and Grades

Grades are a measure of the knowledge and skills developed by a student within individual courses. Each student will receive a grade on the basis of how well they have command of the course materials, skills and learning objectives of the course.

<u>Work</u>		<u>Due Date</u>
Class Participation/Attendance	20%	Ongoing
Creativity Test Reflections (3x 5%)	15%	Week 3/ Week 6/ Week 10
Comic Book Business Case	30%	Week 7
Creativity Project (Team)	35%	Week 12
Optional Bonus: Personal notes	5%	Week 12

ASSIGNMENT DETAILS

Individual Class Participation (20%): Ongoing

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.

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 Quercus>Assignments section for details.

Individual/Pairs Business Case as Comic Strip (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 Quercus>Assignments section for details.

Team-based Applied Creativity Project (35%)

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 Week 10 and the student teams will use a creative-problem solving process to propose ideas. The presentations will be assessed based on the quality of output, originality and viability. See Quercus>Assignments section for details.

Optional bonus - Personal Notes (5%)

Students may earn up to an additional 5% for the quality of notes that they capture in the personal creativity journal which is required for the class (see additional course materials below).

WEEKLY SCHEDULE: *Note: schedule is subject to change—refer to updated outline on Quercus*

Session	Theme	Topic	Activity + What's Due
Week 1 Sept 12	Course Overview Introduction to Creativity	Studio Learning Creativity and Genius	How Creative are You Quiz How to develop your creative confidence
Week 2 Sept 19	Business of creativity	Creative Processes: Cirque du Soleil and Pixar; plus guest speaker	Create a creative process flowchart Practice: Creativity Self-Test
Week 3 Sept 26	Creative Leaders Innovator Types	Key Innovator Behaviours: Questioning/ Observing/Associating/ Networking/Experimenting	Create a mind map using creative processes DUE: Creativity Self-Test 1
Week 4 Oct 3	Creative Thinking Strategies	Divergent and convergent Thinking Creating choices and making decisions	Analyze an article using divergent and convergent thinking
Week 5 Oct 10	HOLIDAY – NO CLASS	Online Tutorial: case analysis and comic book making	Homework: Business Case Review
Week 6 Oct 17	Creative Analysis: Comic Book Business Case	Case Analysis and Synthesis	DUE: Creativity Self-Test 2

Week 7 Oct 24	Virtual and In-Person Gallery: Comic Book Exhibition	How to provide a valuable critique (via comments)	DUE: Comic Book Case
Week 8 Oct 31	Applied Creativity: Designing new products, programs and services	Creative agencies and Consultancies; plus guest speaker	Questioning and Observing practice
Nov 7	FALL READING WEEK		
Week 9 Nov 14	Creative Collaborations	Collective creativity business cases	Review: Creative Problem-Solving Process
Week 10 Nov 21	Circular Innovation Challenge	City-based Innovation Challenge Creative team forming	Associating and Networking: DUE: Creativity Self-Test 3
Week 11 Nov 28	Desk Research: From Insights to Ideas	Creative processes, products and services examples Rogers 5 Factors Idea Analysis	Experimenting: Idea Generation and Prototyping
Week 12 Dec 5	Presentations and course review	Team Project Presentations Creative confidence and key concepts reviewed	DUE: Creativity Group Project Class reflection

COURSE FORMAT AND EXPECTATIONS

For Written Assignments:

How well you communicate your ideas, in writing or orally, will be considered in the evaluation of the assignment. In your written assignments, you should aim for clarity, strong organization, concision, professionalism, and correct grammar. Your presentations should reflect strong planning and organization, clarity of speech, and an engaging demeanour. Sources, whether in written or presentation assignments, should always be correctly attributed.

Support is available through the RC Centre for Professional Skills (CPS) for students who would like help or feedback on their writing or speaking (presentations). CPS offers both individual and group appointments with trained writing instructors and presentation coaches who are familiar with the RC program and common types of business assignments. You can also access your college Writing Centres for help with written assignments.

You can [book an appointment with a writing or presentation coach](#) through the RC Centre for Professional Skills Writing Centre. For more information about writing centres, student supports, and study resources, see the [Writing and Presentation Coaching academic support page](#).

For Group Work:

This course involves one group project which requires students to work in teams of 5-6. Learning to work together in teams is a crucial transferrable skill you will use not only in your coursework, but also in your future careers. Support is available if you encounter common teamwork challenges such as:

- Team members feeling left out of the team.
- Team members not responding in a timely manner to communication.
- Division or quality of work among team members being unequal or unfair.

Consult the [Centre for Professional Skills Teamwork Resources page](#) for tips, strategies, and best practices. You can also [book an appointment with a teamwork mentor](#) through the RC Centre for Professional Skills Writing Centre. Teamwork mentors can help you resolve or mitigate conflict, strategize on planning, or improve team communication.

If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, consult with your Accessibility Advisor about the teamwork in this course.

Electronic Course Materials

This course will be using some electronic course materials: all available through Quercus.

Additional Course Materials

This course requires each student to purchase a personal journal/notebook which will act as your personalized text book. Details will be provided from the Quercus course page.

Plagiarism and Ouriginal

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

POLICY AND PROCEDURE

Missed Tests and Assignments

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may request special consideration.

In such cases, students must:

1. Notify the instructor AND the Rotman Commerce Program Office **on the date** of the missed course deliverable, e.g. missed test, final assessments, assignment or class (in the case of participation marks).
2. Complete a [Request for Special Consideration Form](#) and submit it along with your Absence Declaration on [ACORN](#) (please read the instructions on how to use the Absence Declaration in ACORN) within **2 business days** of the originally scheduled course deliverable.

Students who do not provide this information will be given a grade of 0 (zero) for the missed course deliverable.

Late Assignments

All assignments are due at the beginning of class on the date specified in the course outline. Late submissions will normally be penalized by 5% if the assignment is not received on the specified date, at the specified time. A further penalty of 10% will be applied to each subsequent day.

Students who, for reasons beyond their control, are unable to submit an assignment by its deadline must obtain approval from the instructor for an extension. Supporting documentation will be required as per the policy on missed tests and assignments.

Absence

All students are expected to attend every class. Missing a class will result in a 5% penalty toward your participation grade. Students who are unable to attend a class due to illness, must obtain a doctor's note.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic

community ensures that the U of T degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

[The University of Toronto's Code of Behaviour on Academic Matters](#) outlines the behaviours that constitute academic misconduct, the process for addressing academic offences and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) medical notes.

All suspected cases of academic dishonesty will be investigated by the procedures outlined in the *Code of Behaviour on Academic Matters*. If you have any question about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other U of T or RC resources such as the RC Centre for Professional Skills, the College Writing Centres or the Academic Success Centre.

Statement on Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Commitment to Accessibility

The University is committed to inclusivity and accessibility, and strives to provide support for, and facilitate the accommodation of, individuals with disabilities so that all may share the same level of access to opportunities and activities offered at the University.

If you require accommodations for a temporary or ongoing disability or health concern, or have any accessibility concerns about the course, the classroom or course materials, please [email Accessibility Services](#) or [visit the Accessibility Services website for more information](#) as soon as possible.

Obtaining your accommodation letter may take up to several weeks, so get in touch with them as

soon as possible. If you have general questions or concerns about the accessibility of this course, you are encouraged to reach out to your instructor, course coordinator, or Accessibility Services.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all U of T students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up and properly entered on ACORN. For more information visit the [Information Commons Help Desk](#).

Forwarding your utoronto.ca email to a Gmail or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Gmail accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted. Students who have been previously granted permission to record lectures as an accommodation for a disability are excepted. This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc.

If permission for recording is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in any way. It is forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.