



COURSE OUTLINE: RSM 414H1F CREATIVITY FOR BUSINESS INNOVATION

Course Meets: Monday / 2:00 – 4:00pm

Location: OI 4422

Lead Instructor: Dr. Angèle Beausoleil

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Teaching Assistant: TBD

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Office Hours: By Appointment.

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Course Scope and Mission:

This course is focused on guiding individuals to combine their thinking, knowledge, skills and values in imaginative ways to work inside complex environments and solve diverse business problems. Being creative in how you approach situations and what you execute is critical for individuals and organizations to secure a competitive advantage. This course will challenge you to develop your personal and professional creativity. Through a combination of lectures, immersive in-class and in-field activities and online tutorials, you will engage in creative ways to see problems and opportunities more clearly, and develop solutions unseen and unimagined by others. The goal of this course is to provide a variety of methods, tools and experiences that focus on fostering your own creative abilities and how to apply them in teams and inside organizations.

Learning Outcomes:

- Learn how to demonstrate your creative potential; how to unlock it, express it and foster it.
- 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 new product, service or process innovations.

Course Format:

This course is an active and experiential learning course. Course materials will be delivered in lectures, videos, podcasts and in the “field”. Students are expected to contribute in class discussions, poster presentations and engage in self-directed learning.

Required Course Material: Students must purchase a notebook/sketchbook for this class, which will serve to capture class notes, sketches, ideas and concepts. This ‘book’ is required for Class 1.



Evaluation and Grades

Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well he, she or they have command of the course content.

<u>Work</u>		<u>Due Date</u>
1. Class Attendance/Participation	10%	Ongoing
2. Individual Personal Reflection	15%	Class 2
3. Individual Comic Book Case	15%	Class 6
4. Pairs/Trios Applied Creativity Project	25%	Class 9
5. Team Creativity Project	35%	Class 12

Evaluation Details

1. Individual Class Participation (10%): Ongoing

Students are expected to be engaged during class and to 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). *Details and rubric available on Quercus learning portal.*

2. Individual Personal Reflection (15%):

This personal reflection assignment is meant to explore your self-assessed creativity level and guide your learning and discoveries throughout the course. Students will reflect on their divergent and convergent thinking skills and practice developing their creative confidence. *Details and rubric available on Quercus learning portal.*

3. Individual Business Case as Comic Book (15%)

Students will analyze, then communicate their understanding of a business case as a comic book. This assignment demands the students to think visually, to convey the case elements and communicate their own strategies, creativity. The comic books will be displayed gallery style for critique and discussion. *Details and rubric available on Quercus learning portal.*

4. Pairs Applied Creativity Report and Presentation (25%)

In pairs or trios, students will research, ideate and present a new product or service for an existing small business using creative thinking tools and techniques. The grade will consist of a creative process and new idea report and presentation. The report and presentation will demonstrate initial practice with the course content and prepare the students to work on the group project. Details and rubric available on Quercus learning portal.

5. Team Creativity Brief and Project (35%)

Students will complete a group project that consists of a creative brief and final project presentation. The creative brief will frame the project scope, and the presentation will reflect the thinking and application of the creative thinking techniques. The presentations will be assessed as a competition based on the quality of output, originality and viability.



Weekly Schedule

Note: schedule subject to change—refer to most updated outline on UofT’s Learning Portal

Week/Class	Theme	Topic	Activity/Due
Class 1 Sept 10	Course Overview Introduction to Creativity	Creativity and Genius Creative Confidence Creativity Self-test	Journal: Why are you taking this course?
Class 2 Sept 17	Creative Leaders Creative Thinking	Creative types Innovation types	Reflection Due
Class 3 Sept 24	Divergent and Convergent Thinking	Creating choices and making choices	Article: Analyze one lesson using divergent and convergent thinking
Class 4 Oct 1	Business of creativity	Creative Processes: Cirque du Soleil and Pixar Review Business Cases	Activity: Mind map creative processes and business cases
Class 5	OCTOBER 8: HOLIDAY	Tutorial: case analysis	Homework: Comic Case
Class 6 Oct 15	Poster presentation: Comic Book Case	How to provide valuable critique	Comic Book Case Due
Class 7 Oct 22	Applied Creativity: Designing new products or services	Design agency: IDEO Fieldtrip: TBD	Activity: Design a better _____ experience (1)
Class 8 Oct 29	Applied Creativity: Designing Innovations	New product development / new service design	Activity: Design a better _____ experience (2)
Nov 5	READING WEEK		
Class 9 Nov 12	Presentations: New product or service ideas	New Product/Service Presentations	2-minute Pitch
Class 10 Nov 19	Crafting a Creative Brief Creative Collaborations	How to craft a creative brief Collective creativity	Activity: SCAMPER
Class 11 Nov 26	New Product/Service Development Examples	Creative processes, products and services examples	Activity: Studio work
Class 12 Dec 3	Presentations and course review	Key concepts reviewed	Class Presentations Class reflection

Required Readings/Viewings/Listenings*:

*These and all other readings will be posted on Quercus and might be subject to change.

Class 1:

- Podcast: Malcom Gladwell’s: How Creativity Works
<http://dcs.megaphone.fm/PP4639166845.mp3?key=7182838d59bae94e9130e32eb6c1a8cd>
- Creativity Test: <https://www.mindtools.com/pages/article/creativity-quiz.htm>

Class 2:

- Article: <https://www.fastcompany.com/3040434/lessons-in-innovation-from-some-of-the-worlds-most-creative-thinkers>

Class 3:

- 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>



Class 4:

- Video: Pixar's Ed. Catmull: <https://www.youtube.com/watch?v=JshbusoN7Eo>
- Book Review: <http://www.adarshjournals.in/index.php/ajmr/article/viewFile/88250/67257>

Class 5:

- 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>

Class 6:

- Podcast: How to critique <http://www.maximumfun.org/shmanners/art-critique>

Class 7 and 8:

- Design as Applied Creativity: new product/service innovation -- templates provided

Class 9:

- Article: *Rogers Five Factors* of new ideas for innovation adoption
<https://www.smashingmagazine.com/2015/01/five-characteristics-of-innovations/>

Class 10:

- Article: <https://www.upwork.com/hiring/design/how-to-create-an-effective-creative-brief/>
- Article: Creative Collaborations
- Case: <https://hbr.org/product/an-entrepreneur-s-new-product-development-journey/513098-PDF-ENG>

Class 11:

- 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>

Class 12:

- Article: <https://hbr.org/2018/01/the-future-of-human-work-is-imagination-creativity-and-strategy>

Additional reading: 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.
http://web.mit.edu/curhan/www/docs/Articles/15341_Readings/Group_Performance/Amabile_A_Model_of_CreativityOrg.Beh_v10_pp123-167.pdf
- Csikszentmihalyi, M. (2013). *Creativity: The psychology of discovery and invention* (Reprint ed.).
- Csikszentmihalyi, M. (1997). *Flow and the psychology of discovery and invention*. HarperPerennial, 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>



- Quayle, M. (2017). *Designed leadership*. Columbia University Press.
- Williams, S. D. (2004). Personality, attitude, and leader influences on divergent thinking and creativity in organizations. *European Journal of Innovation Management*, 7(3), 187-204.

Key Concepts: How to develop a creative mindset, toolset and skillset

Personal creativity can be taught and expanded through exploration, discussion, demonstrations, and exercises. Below is a list of ways to develop a creative mindset, curated from the habits and behaviors of creative people and teams:

1. *Immerse yourself in a domain or problem.* Learn everything you can about the topic. Become an expert. This requires time, effort and commitment usually a decade or longer. But you must know the state-of -the-art in an area in order to transcend it.
2. *Be Prolific.* Generate lots of ideas - initially without evaluation or criticism. Include the unusual, the bizarre, the unreasonable. Don't be afraid of dumb ideas.
3. *Use tools for representation and thought.* Don't rely on memory, as you might lose your best ideas. Keep a notebook. Write things down, sketch, draw and diagram, model using computers, construct physical prototypes. Visualization is an effective way of representing information. Pictures, models and prototypes can lead to understanding and insight.
4. *Play with ideas.* Experiment with multiple ways of thinking. Represent your ideas in several modes. Allow your thinking to become more abstract: think at a higher level; then more concrete: explore physical objects and events. Look for associations and links, similarities and differences, convergences and discrepancies.
5. *Reframe the problem or situation.* Avoid premature closure. Move beyond the obvious solution. If you know one way to solve a problem, look for others. Resist the pressure to achieve a quick solution. Don't stop with the first workable idea you find. The obvious solution is rarely the best one. Don't be afraid to be different.
6. *Be an independent thinker.* Evaluate information critically. Question assumptions. Overcome tradition, conventional practice, barriers, mental and perceptual blocks, and things as they are. Take risks. Be open and receptive to new ideas.
7. *Assume multiple perspectives, different roles or points of view.* Valuable insights may come from other disciplines. Creative individuals have often contributed to several fields.
8. *Do It! Practice your craft. Solve problems. Design things.* And show your results to others. Build a solid base of experience, and develop skills in communicating your ideas. Maintain a product orientation. Persist, carry your ideas through to completion. Finish your projects.
9. *Take your time. Indulge your diversions.* They provide time to think and often new things to think about. Insights sometimes come during relaxed situations - away from the work environment. Incubation is often necessary for original ideas to develop, or divergent strands of thought to come together.
10. *Reflect.* Step back; review what you have done and think about how you did it, and consider how to improve on it next time. Rethink, restructure, learn. Psychologists call this metacognition.
11. *Embrace risk and have fun!* The motivation for accomplishment must come from



within. Enjoy the process and the products.

Source: <http://web.mit.edu/monicaru/Public/old%20stuff/For%20Dava/Grad%20Library.Data/PDF/1243-3272763137/1243.pdf>

Measuring Creativity:

Creativity is most often associated with ideas. To help you measure your own level of creativity, ask yourself the following questions:

- a) How many original ideas did you generate?
- b) From those ideas, how will you measure their quality? Did you create a novel set of criteria for your choice?
- c) What is the quality of your ideas based on three axes: “originality” and “feasibility” and “desirability”?
- d) Do you explore new ways (techniques) of generating ideas for each situation?
- e) Do you encourage others to generate ideas?
- f) Do you actively engage in or seek collaborations with others for inspiration?

COURSE FORMAT AND EXPECTATIONS

For Written Assignments: Please note that clear, concise, and correct writing will be considered in the evaluation of any written assignment. That is, you may lose points for writing that impedes communication: poor organization, weak paragraph development, excessive wordiness, hard-to-follow sentence structure, spelling mistakes and grammatical errors. Students who require additional support and/or tutoring with respect to their writing skills are encouraged to visit the Academic Success Centre (www.asc.utoronto.ca) or one of the College Writing Centres (www.writing.utoronto.ca/writing-centres). These centres are teaching facilities – not editing services, where trained staff can assist students in developing their academic writing skills. There is no charge for the instruction and support.

For Group Work: The Final Team Project requires students to work in teams of 4-5. Learning to work together in teams is an important aspect of your education and preparation for your future careers. That said, project-based teamwork is often new to students; to work well in teams, it helps to follow a set of core expectations to best succeed at your team projects: Read the document entitled, “Working in Teams: Guidelines for Rotman Commerce Students” which is available on the RC portal under the Academic Services tab. When working in a team, Rotman Commerce students are expected to:

- a) Treat other members with courtesy and respect;
- b) Honour the ground rules established by the team;
- c) Contribute substantially and proportionally to the final project;
- d) Ensure enough familiarity with the entire contents of the group project/assignment so as to be able to sign off on it as original work;
- e) Meet the project timeline as established by the team.
- f) Resolving conflicts: Conflicts are part of the team’s process of learning how to work



together. When handled well, it can generate creativity and bring-multiple perspectives to the solution. Student teams are expected to work through their misunderstandings as soon as they arise (and prior to submission of the final project). When teams are unable to arrive at a solution that works for all members, the team must meet with the Rotman Commerce Team Coach** as soon as possible. The Coach will listen to the team and help develop options for improving the team process. All members of the project team must commit to, and, utilize their action plans. **For an appointment with a Rotman Commerce Team Coach, please contact Nouman Ashraf at nouman.ashraf@rotman.utoronto.ca Nouman is highly skilled at facilitating team dynamics and collaboration. Note that the Team Coach's role is to provide guidance, support and advice on team matters – not to formally evaluate or assess teamwork for academic purposes

POLICY AND PROCEDURE

Missed Tests and Assignments

Students who miss an assignment for reasons entirely beyond their control (e.g. illness) may submit a request for special consideration. Provided that notification and documentation are provided in a timely manner, and that the request is subsequently approved, no academic penalty will be applied.

In such cases, students must notify Rotman Commerce on the date of the missed test (or due date in the case of course work) and submit supporting documentation (e.g. Verification of Student Illness or Injury form) to the Rotman Commerce Program Office within **2 business days** of the originally scheduled test or due date. Students who do not provide Rotman Commerce or the instructor with appropriate or sufficient supporting documentation will be given a grade of 0 (zero) for the missed test or course deliverable. Documentation submitted in support of petitions for missing tests and assignments must be original; no faxed or scanned copies will be accepted.

Note that the physician's report must establish that the patient was examined and diagnosed at the time of illness, not after the fact. Rotman Commerce will not accept a statement that merely confirms a report of illness made by the student and documented by the physician.

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. The instructor reserves the right to refuse to grade any assignment that is more than two weeks late, in which case a grade of 0% will be assigned for that part of the course grade. If the delay is the result of illness or domestic affliction, the individual involved must contact the instructor **BEFORE** the due date of the assignment and explain the position. A medical certificate or other supporting evidence will be required, although if necessary these may follow after the due date.



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.

Accessibility Needs

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: accessibility.services@utoronto.ca or <http://www.accessibility.utoronto.ca/>.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarships at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the UofT 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* <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm> 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 following 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 UofT resources such as College Writing Centres or the Academic Success Centre.

- **Email:** At times, the course instructor may decide to communicate important course information by email. As such, all UofT 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 the ROSI system. For more information please visit <http://help.ic.utoronto.ca/category/3/utmail.html> Forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo 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.
- **Quercus and the Course Page:** The online course page for this course is accessed through Quercus. To access the course page, go to the UofT Portal login at <https://portal.utoronto.ca/> and log in using your UTORid and password. Once you have logged in, look for the My Courses module where you'll find the link to all your course websites. If you don't see the course listed here but you are properly registered for the course in ROSI, wait 48 hours. If the course does not appear, go to the Information Commons Help Desk in Robarts Library, 1st floor, for help, or explore the Portal Information and Help at <http://www.portalinfo.utoronto.ca/content/information-students> and review the Frequently Asked Questions.
- **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 (note: students who have been previously granted permission to record lectures as an accommodation for a disability are, of course, excepted). This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc. If permission 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 anyway. It is absolutely forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.