General Course Information

Instructor: Elizabeth Kurucz
Email: ekurucz@uoguelph.ca
Office Location: MAC 228
Office Hours: By appointment
Department/School: Management

Class Schedule: This class is offered in a hybrid format. In-person sessions will take place on May 9, May 30, June 20 and July 11 in MCKN 059, 11:30 am - 2:20 pm.

Pre-requisites:

Restrictions:

Course Description

This course is focused on the creative process of innovation required to effectively engage in problem solving and opportunity creation toward organizational and societal flourishing. Students will develop both a theoretical understanding and the practical skills to engage in creative experimentation for novel idea generation.

Course Learning Outcomes

Upon successfully completing this course, you will be able to:

Critical and Creative Thinking:

1. Engage in independent inquiry and analysis to critically reflect on influential theoretical perspectives and models in the creativity and innovation literature
2. Develop relevant critical and creative thinking skills to effectively participate in problem identification and opportunity creation
3. Design a novel business model, product or service innovation to address a complex social and/or environmental problem
Literacy:
4. Construct an understanding of a variety of course resources and effectively apply relevant information to engage in the creative process of innovation

Global Understanding:
5. Demonstrate civic knowledge and engagement by showing concern for a social and/or environmental problem (discovery phase), formulating a solution (design phase) and advocating for the adoption of the innovation (delivery phase)

Communicating:
6. Prepare written reports to clearly and concisely express ideas to both academic and practitioner audiences
7. Justify through oral communication the value of the idea generated and the proposed design of the innovation
8. Demonstrate skills in attentiveness and listening required to engage in collaborative learning with team members

Professional and Ethical Behaviour:
9. Effectively engage in teamwork, demonstrating both intellectual independence and skills in collaborative learning
10. Exhibit ethical reasoning in the identification and proposal of an innovation to address a complex social and/or environmental problem
11. Develop leadership skills in catalyzing and facilitating the creative process of innovation

Summary of Course Content and Materials

Creativity and innovation have been defined and conceptualized by academics and practitioners in a variety of ways. In this course we adopt the following integrative definition offered by Anderson, Potočnik & Zhou (2014: 1298) in their comprehensive review of the growing field of research in this area:

“Creativity and innovation at work are the process, outcomes, and products of attempts to develop and introduce new and improved ways of doing things. The creativity stage of this process refers to idea generation, and innovation refers to the subsequent stage of implementing ideas toward better procedures, practices, or products. Creativity and innovation can occur at the level of the individual, work team, organization, or at more than one of these levels combined but will invariably result in identifiable benefits at one or more of these levels of analysis.”

This course is designed to explore the creative process of innovation in the following four modules: 1) Foundational Theories; 2) Discovery Phase; 3) Design Phase and; 4) Delivery Phase. We will be focused on idea generation, designing the concept and developing a prototype rather than the subsequent stage of the implementation of the idea. As our definition of creativity and innovation above would suggest, this latter stage is less about the creative process and more about innovation management.
Throughout the course you will have the opportunity to apply a variety of foundational creativity and innovation theories and concepts to strengthen your own understanding of the importance of innovation for organizational and societal flourishing. You will also build practical skills that will allow you to effectively participate in, lead and catalyze the creative process of innovation through each of these three phases.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Dates</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Foundational Theories</td>
<td>1-3</td>
<td>May 9-May 29</td>
<td><strong>Creativity and Innovation – What is it?</strong>&lt;br&gt;• Six main schools of creativity and innovation&lt;br&gt;• Levels of creativity and innovation: Individual, team, organization and society&lt;br&gt;• Reconstructing value: Four thinking skills for sustainable value creation&lt;br&gt;• The power of design thinking&lt;br&gt;• Mini-Case: Tesla&lt;br&gt;• Creative Skill Building Exercise #1</td>
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<tr>
<td></td>
<td>* Note* May 9</td>
<td>Session: In-Person Seminar Format</td>
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<td><em>Note</em> May 30</td>
<td>Session: In-Person Seminar Format</td>
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<td></td>
<td><em>Note</em> June 20</td>
<td>Session: In-Person Seminar Format</td>
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<td></td>
<td>10-12</td>
<td>July 11-July 31</td>
<td><strong>Creativity and Innovation – Where and when do we build it?</strong>&lt;br&gt;• Prototyping&lt;br&gt;• Leadership and social learning&lt;br&gt;• Mini-Case: Sustainable Health Enterprises &amp; Cities of Service&lt;br&gt;• Creative Skill Building Exercise #4</td>
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<tr>
<td></td>
<td><em>Note</em> July 11</td>
<td>Session: In-Person Seminar Format</td>
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**Course evaluation is based on the following priorities:**

- preparation for face to face and online sessions is essential for understanding, integration and application of material
- learning happens through active engagement in self-reflection and dialogue with each other, rather than passive listening or repetition of facts
- a combination of lectures, dialogues and application of course concepts through a variety of assignments leads to a richer learning experience than focusing exclusively on one of these approaches
- critical reflection and collaborative learning are essential for the creative process of innovation

### Course Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
<th>Associated Learning Outcomes</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Assessment 1:</td>
<td>5%</td>
<td>Individual Assignments #1-4: Creative Skill Building Exercises</td>
<td>Weeks 1, 4, 7 &amp; 10</td>
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<tr>
<td>Assessment 2:</td>
<td>5%</td>
<td>Individual Assignments #5-8: Mini-Case Reflections</td>
<td>Weeks 2, 5, 8 &amp; 11</td>
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<tr>
<td>Assessment 3:</td>
<td>20%</td>
<td>Individual Assignment #9: Critical Analysis of Foundational Theories</td>
<td>Week 3</td>
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<tr>
<td>Assessment 4:</td>
<td>20%</td>
<td>Collaborative Learning Assignment #1: Discovery Phase – Assessment</td>
<td>Week 6</td>
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<tr>
<td>Assessment 5:</td>
<td>20%</td>
<td>Collaborative Learning Assignment #2: Design Phase - Proposal</td>
<td>Week 9</td>
</tr>
<tr>
<td>Assessment 6:</td>
<td>10%</td>
<td>Collaborative Learning Assignment #3: Delivery Phase – Prototype</td>
<td>Week 12</td>
</tr>
<tr>
<td>Assessment 7:</td>
<td>20%</td>
<td>Individual Assignment #10: Self-Reflection &amp; Critical Reflection: The Creative Process of Innovation and Implications for Leadership</td>
<td>Week 13</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Teaching and Learning Practices

Course Philosophy and Approach:

I will use a mixture of face to face seminars, small group dialogues, mini-cases, creative skill building exercises and design lab processes. This is for several reasons. We each have a preferred learning style and thus will find some approaches more interesting and will be better suited to that learning style. By using a variety of methods I attempt to connect with everyone’s learning style at different points in the course. As well, different learning objectives often require different approaches. For example, learning ‘about’ theories of creativity and innovation requires a different delivery than ‘developing skills’ in the creative process of innovation; both are learning objectives in this course and so diversity in methods is necessary. Using different approaches also adds variety to the class and helps you to achieve a greater degree of familiarity and comfort with a range of useful skills: speaking out in face to face and online sessions, participating in teamwork, evaluating material on your own, reflecting on others’ contributions and responding to them are just a few examples. I believe that student involvement is essential to creating an effective learning environment, and so have structured the course to encourage and require your participation throughout the course. Thus, I will expect that you have read and thought about assigned readings before the start of each module. I will also expect that you engage with the face to face and online sessions ready and willing to participate in what is planned for the module; that means, being willing to go on the journey of discovery by participating in individual and team activities while contributing to a respectful, challenging and positive atmosphere that supports both critical thinking and creativity.

Course Resources

Required Text:

The required textbooks are:


Other Resources:

This course uses a variety of materials and resources. One of your primary resources will be the course website (http://courselink.uoguelph.ca). All announcements, required and recommended readings, assignments and updates will be posted here. Check this site often.

eReserve Required Readings:

The following readings may be retrieved via the ARES course reserve system. You can log in to this system at the following link:
The required readings are:


*Additional readings may be required and will be posted on the course website at least one week prior to the start of each module.*
Course Policies

Grading Policies

Evaluation Schedule:

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Deliverable</th>
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<tbody>
<tr>
<td>Wed, May 15, 11:59pm</td>
<td>Creative Skill Building Exercise #1</td>
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<tr>
<td>Wed, May 22, 11:59pm</td>
<td>Mini-Case Reflection #1</td>
</tr>
<tr>
<td>Wed, May 29, 11:59pm</td>
<td>Individual Assignment #1 - Critical Analysis of Foundational Theories</td>
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<td>Wed, May 29, 11:59pm</td>
<td>Group Contract for Collaborative Learning Assignment</td>
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<tr>
<td>Wed, June 5, 11:59pm</td>
<td>Creative Skill Building Exercise #2</td>
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<tr>
<td>Wed, June 12, 11:59pm</td>
<td>Mini-Case Reflection #2</td>
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<tr>
<td>Wed, June 19, 11:59pm</td>
<td>Collaborative Learning Assignment #1 - Discovery Phase Assessment</td>
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<tr>
<td>Wed, June 26, 11:59pm</td>
<td>Creative Skill Building Exercise #3</td>
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<tr>
<td>Wed, July 3, 11:59pm</td>
<td>Mini-Case Reflection #3</td>
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<tr>
<td>Wed, July 10, 11:59pm</td>
<td>Collaborative Learning Assignment #2 - Design Phase Proposal</td>
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<tr>
<td>Wed, July 17, 11:59pm</td>
<td>Creative Skill Building Exercise #4</td>
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<td>Wed, July 24, 11:59pm</td>
<td>Mini-Case Reflection #4</td>
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<tr>
<td>Wed, July 31, 11:59pm</td>
<td>Collaborative Learning Assignment #3 - Delivery Phase Prototype</td>
</tr>
<tr>
<td>Wed, Aug 7, 11:59pm</td>
<td>Individual Assignment #2 - Self-Reflection &amp; Critical Reflection – The Creative Process of Innovation and Implications for Leadership</td>
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This evaluation schedule has been set up in order to give you the opportunity to earn marks all through the semester as opposed to having only large components until the very end of the semester. More frequent evaluations spaced throughout the course also give you the opportunity to receive feedback throughout the term so that you may gauge your progress. The coaching sessions on the design labs are intended to provide you formative feedback as input to the development of your innovation.

Please note that assignments with a specific due date are due electronically by submission to the appropriate dropbox on the Courselink site. Unless you have discussed an extension well ahead of the due date, late penalties of 5%/earned grade/day (including weekends) will be assigned. Extensions will only be granted on the basis of extenuating circumstances.

A grade of zero will be assigned if you fail to submit an assignment, unless you are ill or have other compassionate reasons. Please read your Graduate Calendar for the regulations regarding illness and compassionate grounds. Please note, vacation travel, moving house, or outside work commitments will not be accepted as valid reasons for missing deadlines.

If you have religious observances which conflict with the course schedule or if you are registered with Student Accessibility Services, please contact the course instructor in order to make arrangements for your assessment if appropriate.
If you are registered with the Centre for Students with Disabilities and will require some form of accommodation in the completion of the required learning activities for this course, please meet with me during the first week of classes.

Keep a copy of all of your graded work until final marks have been recorded. You may be asked to resubmit your work at any time.

**Course Policy on Group Work:**

**Dealing with Group Problems Proactively – The Group Contract**

Please note that there will be no peer evaluation on the collaborative learning assignments and so all members of the group are expected to contribute equally to the design lab process. For this reason the development of a **Group Contract**, signed by all group members, is essential and no complaints from group members will be addressed by the Course Instructor if this contract is not developed and submitted to the course website Dropbox by the date listed in the evaluation schedule. The group contract sets out norms and expectations of group members about how you will work together to collaboratively meet the assignment requirements and thus should be based on your experience of what has worked well in previous group work and what pitfalls need to be avoided. From time to time there are groups where some individuals do not fairly contribute to the work that is produced. In this case, your group needs to send the individual an email documenting your concerns with their participation and your request for what they need to do to ensure that they are contributing to the group work. Make reference to the group contract when you are establishing how the individual is not meeting the expectations of the group. This communication needs to happen as soon as the issues emerge to allow the individual an opportunity to change their behaviour.

**When the Group Contract Fails - Process for Optional Peer Assessment**

If the individual does not acknowledge your critique or respond to your request with a change in behaviour within one week, you are allowed to contact the Course Instructor with your concerns, a copy of the group contract and the email documentation. In such a case, the Course Instructor may make an adjustment to the final grade of an individual student on the group assignment, may request that they complete an alternate assignment or may assign a grade of zero, depending on the particular situation. I don’t anticipate these problems in a Master’s in Management class. My expectation is that you will work to establish good relations with group members at the outset of your group work and will work to keep the lines of communication open to ensure that your group experience is a positive one for all involved. However, the process is in place as problems do arise in group work from time to time, despite best intentions of all involved.

**Additional Course Information**

**Communication with the Course Instructor:**

The best way to reach me is by email at ekurucz@uoguelph.ca. I check my email regularly. You can reasonably expect a response from me within 48/72 hours, weekends and holidays excepted. I may also communicate with you via your central email account <uoguelph.ca> from time to time.
You are required to check this account on a regular basis. Please be advised that I will not edit my mailing list to your gmail/hotmail/yahoo etc. account – anyone can set up an account under any name they wish in these domains and thus your privacy would not be assured if I responded to emails originating from them.

I’m available by appointment; please email me for a mutually convenient time when we can meet or chat on the phone.

**Evaluation Details:**

Details about the course assignments will be provided on the course website.

**Code of Conduct – The Top Ten**

As a student at the University of Guelph, you are a member of a scholarly community committed to improving the effectiveness of people and organizations, and the societies in which they reside, through groundbreaking and engaging scholarship and pedagogy. We seek to promote a comprehensive, critical and strategic understanding of organizations, including the complex interrelationship between leadership, systems (financial and human) and the broader social and political context. And, we prepare graduates for leadership roles in which organizational objectives, self-awareness, social responsibility and sustainability are primary considerations.

In keeping with this commitment, we expect all of our students (indeed – all members of our community) to act in a professional and respectful manner to fellow students, staff and faculty, as well as to members of the broader university and local community. This expectation is very much in keeping with your preparation for a professional career.

The following conduct is expected of all of our students:

1. Come to class prepared to learn and actively participate (having completed assigned readings, learning activities etc.).
2. Approach your academic work with integrity (avoid all forms of academic misconduct).
3. Arrive on time and stay for the entire class. If you happen to be late, enter the classroom as quietly as possible.
4. If you know in advance that you are going to miss a class, send an email to the faculty member letting him/her know that you will be absent, with a brief explanation.
5. While in class, refrain from using any written material (e.g., newspaper) or technology (e.g., the Internet, computer games, cell phone) that is not relevant to the learning activities of that class. Turn off your cell phone at the start of each class.
6. Listen attentively and respectfully to the points of view of your peers and the faculty member. Don’t talk while others have the floor.
7. Raise your hand when you wish to contribute and wait to be called upon. Challenge others appropriately, drawing on reason and research rather than unsubstantiated opinion, anecdote and/or emotion. Keep an open mind and be prepared to have your point of view challenged.
8. When sending emails to faculty, apply principles of business writing; use a professional and respectful style (use a formal salutation, check for spelling and grammatical errors, and avoid slang and colloquial short forms).
9. When making a presentation, dress in a professional manner. Provide thoughtful feedback at the completion of all courses (we are committed to continuous improvement but need your input to help us decide what to focus on).

University Policies

**Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for Academic Consideration:

http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml

**Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml

**Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible.
For more information, contact SAS at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or see the website: https://wellness.uoguelph.ca/accessibility/

Course Evaluation Information
Please refer to the Course and Instructor Evaluation Website

Recording of Materials
Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Drop date
The last date to drop one-semester courses in S19, without academic penalty, is July 5, 2019. For regulations and procedures for Dropping Courses, see the Academic Calendar: https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml

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<thead>
<tr>
<th>Date Submitted to Chair:</th>
<th>April 30, 2019</th>
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<tbody>
<tr>
<td>Chair Signature (Approval):</td>
<td>Sandra Scott</td>
</tr>
<tr>
<td>Date Approved by Chair:</td>
<td>May 9, 2019</td>
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