

THE UNIVERSITY OF HONG KONG
FACULTY OF BUSINESS AND ECONOMICS
Course Template for the Learning Outcomes System

School of Business
IIMT3621 Creativity and Business Innovation
 (6 credits)

2021/2022 Semester 1

GENERAL INFORMATION

Instructor: Ernest S. Lo, Croucher Fellow (Stanford), Ph.D. (HKUST)

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Consultation: by appointment

Remarks: this course is not open to first-year students

Subclass 1A: Tue 13:30-16:20 (Quota: 40 students)

Subclass 1B: Tue 16:30-19:20 (Quota: 40 students)

Other important details:

"But the real value of creativity doesn't emerge until you are brave enough to act on those ideas." - *Tom and David Kelley*

"Innovation starts with the desire to make meaning as opposed to make money" - *Guy Kawasaki*

"Logic will get you from A to B. Imagination will take you everywhere." - *Albert Einstein*

On the Course:

This course emphasizes Learning through Doing. Students will be equipped with tools for the process of business innovation generation, practise it and verify ideas through case studies, simulation, role-playing, and projects.

On the Instructor:

Ernest is a Designer with a PhD in Electrical Engineering, a serial entrepreneur and founder of Future Impact Lab (FILL). FILL adopts Design Thinking to solve business issues with empathy, technology, and creating social impact. Current projects include AI-driven energy-saving system, safe farming in Vietnam adopting IoT, AI, and Blockchain, and smart community design in Hong Kong and Malaysia, etc. Prior to that, Ernest was the Chief Representative in HK of an advanced Catalonian telecommunication R&D institution, bringing lean startup culture into traditional R&D operation which led to invention and commercialization of new technology, e.g. LiFi.

He is the awardee of 3 IEEE Best Paper Awards in Glasgow, Paris, and Houston, and was previously a Croucher Postdoc Fellow at Stanford. Since 2020, he has been recognized as AI 2000 Most Influential Scholar Honorable Mention. He is the Founding President of the Hong Kong Internet of Things Alliance, Chair of the

2014 Future Cities Asia Conference, Liaison Chair of the 2014 European Wireless Conference, and has assumed business and technical mentoring roles at Cyperport CUPP, Dreamcatchers MedTech Hackathon, HK Social Enterprise Challenge, and Global Urban Datafest Hackathon, etc.

COURSE DESCRIPTION

This course aims at inspiring students' creativity and cultivating business innovation mindset and habit. We believe in learning through doing. Students will work on real-world cases through the use of design thinking tools and good practices. Guest speakers from the industry will share their experience on how to pursue innovation at different levels. The course encourages enquiry and expression, and emphasizes design through empathy and collaboration.

Constant transformation has become the new normal in the era of technology explosion and culture shift. Enterprises can no longer rely on only efficient and cost-effective provision and deployment of resources, but innovation on every layer from business ideas, models and products, to operation, client engagement and social responsibility. Business competitiveness is increasingly tied to the workforce's ability to think outside the box and leverage fleeting opportunities to innovate.

Future jobs require managers to be able to think freely and creatively in addition to excellence in their specialized area, and make informed decisions amidst uncertainties and fast-changing environment. This course puts students in a lateral mindset where they can challenge conventional wisdom, see the unseen to uncover opportunities, and explore the trade-offs involved in managerial decisions to design elegant and articulated solutions. Students will play through the iterative design process and be able to iteratively

- create choices (Diverge),
- make choices (Converge),
- break problems and information into parts (Analyze), and
- put ideas and findings together (Synthesize).

The course also aims at developing students' insight into the impact of technology advancement, culture shift, and paradigm shift in global economy on creating business innovation for future. The course ends with a student project where students can choose between an entrepreneurial path and a design consultancy path.

COURSE OBJECTIVES

1. Develop students' skillsets of using tools for business innovation process, e.g. design thinking / integrative thinking / storytelling, through case studies, simulation, and role-playing.
2. Cultivate students' creativity, business innovation mindset and habit through diving deep into the design thinking diverge-converge process and acquiring creative competencies.
3. Sharpen students' sense and observation skills through the practice and experiments of empathy-driven design, and exposure to real-world constraints* and concerns in making managerial decision.
4. Develop students' creative confidence through case studies and course projects so that they get used to challenging conventional wisdom, asking the appropriate questions so as to discover new opportunities and continue to pursue personal dream and goal in a creative way.

*Remarks:

"because in classroom analysis is usually done divorced from synthesis and in the absence of the contextual nuances surrounding the formation and implementation of managerial decisions, students are often left with a distorted impression of real-life practices. Moreover, because of the inherent shortcomings of the majority of the quantitative models and frameworks, students do not learn how to deal with uncertainty and complexity

effectively." - Prof. Ali Farhoomand

Programme Learning Outcomes

PLO1: Acquisition and internalization of knowledge of the programme discipline

PLO2: Application and integration of knowledge

PLO3: Inculcating professionalism

PLO4: Developing global outlook

PLO5: Mastering communication skills

PLO6: Cultivating leadership

COURSE LEARNING OUTCOMES

Course Learning Outcomes

Aligned Programme Learning Outcomes

CLO1: Understanding of creativity and innovation process

- Nature of creativity and innovation
- The design thinking process
 - Stages and tools
 - Rationale behind and Insight from
 - Artificial intelligence
 - Philosophy
 - Impact of constraints
- The creative competencies

PLO1

CLO2: Understanding of collaborative innovation

- Among individuals and among corporates
 - Impact of personality types
 - Impact of corporate stages

PLO1, PLO3, PLO4, PLO6

CLO3: Insight into real-world business innovation and paradigm shifts

- Understanding the role of creativity as an economic lever
 - Paradigm shifts
 - Millennial shift
 - Active ageing
 - Circular economy

PLO1, PLO4

CLO4: Applying relevant theories and tools on Business Innovation

- Developing skillsets through real-world case studies, simulation, and projects from individual effort and teamwork
 - Empathy-driven approach
 - Ways to enhance the diverge process in design thinking
 - Ways to enhance the converge process in design thinking
 - Ways to deal with uncertainty and constraints inherent in real-world decision-making process

PLO1, PLO2, PLO3, PLO4, PLO5, PLO6

<ul style="list-style-type: none"> Human-centric innovation and systematic inventive thinking for Business in general, including but not limited to product and business model design. <p>CL05: Creative confidence, ethics and social good</p> <p>CLO6: Effective communication (two-way) of thoughts and articulation of ideas</p>	<p>PLO3, PLO4, PLO6</p> <p>PLO3, PLO5, PLO6</p>
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COURSE TEACHING AND LEARNING ACTIVITIES

Course Teaching and Learning Activities	Expected contact hour	Study Load (% of study)
<p>T&L1. Lecture with interactive presentation The lecture features intensive in-class discussion, creativity exercises, and role-playing.</p>	18 hrs	50%
<p>T&L2. Case-based studies and analysis Real-world business cases through simulation, guests sharing, and optional corporate visits.</p>	5 + indiv. hrs	13.9%
<p>T&L3. Individual and group project development Students choose their own area of focus for in-depth self-directed learning. References are recommended and consultation is given.</p>	2 + indiv. hrs	5.6%
<p>T&L4. Tutorial and discussion For enquiry-based learning and interactive discussion, including use of online channel.</p>	4 + indiv. hrs	11.1%
<p>T&L5. Presentation, storytelling and improvisation This is not just simple reporting, but for students to practise listening, engaging, and creating during innovation processes.</p>	7 + indiv. hrs	19.4%
Total	36 hours + individual hrs	100% planned + individual effort

Assessment Methods	Brief Description (Optional)	Weight	Aligned Course Learning Outcomes
A1. In-class performance	Class engagement, group discussion, creativity activities, attendance	15%	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
A2. Innovation journal	A practice in free-flow style recording observations, ideas, and experience in	15%	CLO1, CLO3, CLO5, CLO6

<p>A3. Individual case assignment</p> <p>A4. Group term project</p> <p>A5. Interactive presentation</p>	<p>daily encounter, practicing the innovation process for personal interests, cases, and term project</p> <p>Design consultancy: Business innovation proposal for real-world businesses</p> <p>Entrepreneurship: Innovation pitching & pitch deck for startup</p> <p>Individual performance on term project presentation</p>	<p>30%</p> <p>30%</p> <p>10%</p>	<p>CLO3, CLO4, CLO5, CLO6</p> <p>CLO3, CLO4, CLO5, CLO6</p> <p>CLO1, CLO2, CLO5, CLO6</p>
Total		100%	

STANDARDS FOR ASSESSMENT

Course Grade Descriptors

A+, A, A-	<p>Superb(4.3) / Excellent - Candidate has consistently demonstrated a thorough grasp of the subject as evidenced by original or exceptionally astute analysis and synthesis, effort in acquiring and applying the course learning outcomes</p>
B+, B, B-	<p>Good - Candidate has frequently demonstrated a substantial grasp of the subject and has demonstrated effort in acquiring the course learning outcomes</p>
C+, C, C-	<p>Fair - Some of the responses are well organized, clear but with insufficient elaboration.</p>
D+, D	<p>Pass(1.3) / Review - Solutions to questions and problems containing unstructured but relevant observations. Candidate has shown marginally interest in the subject.</p>
F	<p>Fail - Little evidence of basic familiarity with the subject, nor demonstration of sufficient effort.</p>

Assessment Rubrics for Each Assessment (Please provide us the details in a separate file if the space here is not enough)

Creativity can be nurtured. This course emphasizes learning through doing, and the assessment methods are set to encourage students to practice the innovation process. The course will have a dedicated online messaging channel for interactive discussion. Success of this course depends on your active participation in and effective contribution to case, class and discussions.

You are expected to have prepared all the cases and read all the assigned articles before coming to class. Please use the

following guidelines for assessing your contribution to the case discussions:

1. Facts	Am I sticking to the case facts?
2. Analysis	Have I distinguished the critical and relevant from incidental and irrelevant?
3. Synthesis	Have I organized the conclusions of my analysis into an intelligible whole?
4. Presentation	Is my presentation clear, to the point, and engaging? Does it follow the flow of the discussion, or is it an isolated comment?
5. Learning	Am I listening to what others are saying, reassessing my own analysis and conclusions accordingly?
6. Consistency	Do I do this consistently and as a rule?

COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE

Preliminary Schedule based on 2021/22 timetable.

Week 1 Aug 31 (Tue)

Week 2 Sep 7 (Tue)

Week 3 Sep 14 (Tue)

Week 4 Sep 21 (Tue)

Week 5 Sep 28 (Tue)

Week 6 Oct 5 (Tue)

Week 7 Oct 12 (Tue) – Reading Week

Week 8 Oct 19 (Tue)

Week 9 Oct 26 (Tue)

Week 10 Nov 2 (Tue)

Week 11 Nov 9 (Tue)

Week 12 Nov 16 (Tue)

Week 13 Nov 23 (Tue)

Week 14 Nov 30 (Tue)

* Detailed course content and arrangement will be announced during the first lesson. Please refer to the Course Learning Outcomes for the scope of the course.

REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS (e.g. journals, textbooks, website addresses etc.)

Recommended Readings:

Tom Kelley and David Kelley, 2013, *“Creative Confidence: Unleashing the Creative Potential Within Us All,”* Publisher: Crown Business

Roger Martin, 2007, *“The Opposable Mind: How Successful Leaders Win through Integrative Thinking,”* Publisher: Harvard Business School Press

MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE

- conducting mid-term survey in addition to SETL around the end of the semester
- Online response via Moodle site
- Others: _____ (please specify)

Students are encouraged to talk to the course lecturer anytime if needed.

COURSE POLICY (e.g. plagiarism, academic honesty, attendance, etc.)

General requirements in plagiarism, academic honesty and attendance apply. Any lateness or absence to the class needs to have the lecturer(s) officially informed with sound reason – otherwise penalty in the form of mark deduction might apply.

ADDITIONAL COURSE INFORMATION (e.g. e-learning platforms & materials, penalty for late assignments, etc.)

The course uses Slack (or equivalent) as a discussion platform to encourage constructive discussion and facilitate collaborative innovation. Lecturer(s) will help students throughout the innovation process and may provide students with optional channels of further understanding real-world businesses and the need for innovation.