



## 1. General Information

Course Subject	IIMT
Course Number	3621
Course Title	Creativity and Business Innovation
Academic Years	2024-2025
Grading Method	Letter

## 2. Instructors

Dr Ernest Sze Yuen LO  
Office: Room 3/F K.K. Leung Building  
Email: eeem@hku.hk  
Subclasses: 1A,1B

## 4. Course Description

Course Description	<p>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. Innovation as a team sport with effective communication is celebrated. Students learn to conduct constructive brainstorming sessions, manage criticisms and transform them into insights and innovation opportunities.</p> <p>Constant transformation has become the new normal in the era of technology explosion and culture shift. Enterprises can no longer rely only on 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.</p> <p>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</p> <ul style="list-style-type: none"><li>- create choices (Diverge),</li><li>- make choices (Converge),</li><li>- break problems and information into parts (Analyze), and</li><li>- put ideas and findings together (Synthesize).</li></ul> <p>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 group project where students propose a startup idea and pitch for seed funding.</p>
--------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## 5. 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 via an innovation journal with concise graphics and text when diving deep into the design thinking diverge-converge process.
3. Sharpen students' sense and observation skills through the practice and experiments of empathy-driven design that involve stakeholder interviews and prototype testing, and exposure to real-world constraints and concerns in making managerial decision.
4. Develop students' creative confidence through in-class activities, dialogic coaching, case studies and course projects so that they get used to challenging conventional wisdom (and being challenged), , asking the appropriate questions so as to discover new opportunities and continue to pursue personal dream and goal in a creative way.
5. Develop students' ability to produce human-centered and well-structured pitch decks and business proposals via visually appealing graphics that aid effective description of context and articulation of problems and ideas.
6. Enhance students' communication and leadership skills via role plays in leading innovation discussion with innovation management tools in the presence of opposable minds and criticisms.

## 6. Faculty Learning Goals

Goal 1: Acquisition and internalization of knowledge of the programme discipline

Goal 2: Application and integration of knowledge

Goal 3: Inculcating professionalism

Goal 4: Developing global outlook

Goal 5: Mastering communication skills

Goal 6: Cultivating leadership

## 7. Course Learning Outcomes

Course Teaching and Learning Activities	Aligned Faculty Learning Goals					
	1	2	3	4	5	6
CLO1. Understanding of creativity, the innovation process and facilitation tools i. Nature of creativity and innovation ii. The creative competencies iii. The design thinking process: • Stages and tools for visualizing problems and design directions • The beauty of constraints iv. Philosophy and insights from modern disruptive technologies 	✓				✓	
CLO2. Understanding of collaborative innovation i. Among individuals and among corporates • Impact of personality types • Impact of corporate stages ii. Leading and winning your team via effective team communication and design of discussion flow	✓		✓	✓		✓
CLO3. Insight into real-world business innovation and paradigm shifts i. Understanding the role of creativity as an economic lever • Paradigm shifts • Active ageing	✓			✓		

7. Course Learning Outcomes						
• Circular Economy & Green Finance						
CLO4. Applying relevant theories and tools on Business Innovation i. 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 •Human-centric innovation and systematic inventive thinking for Business in general, including but not limited to product and business model design.	✓	✓	✓	✓	✓	✓
CLO5. Creative confidence, ethics and social good			✓	✓		✓
CLO6. Effective communication (two-way) of thoughts and articulation of ideas i. Organize and generate ideas via visual creativity tools to discover mindset fixedness and invent systematically ii. Engage business stakeholders via concise and precise data-driven written material and pitch presentation			✓		✓	✓

8. Course Teaching and Learning Activities		
Course Teaching and Learning Activities #	Expected Study Hours	Study Load (% of study)
T&L1. Lecture and in-class activities The lecture features intensive in-class discussion, creativity exercises, and role-playing.	36	30
T&L2. Case-based studies and analysis Real-world business cases through simulation, guests sharing, and optional corporate visits.	12	10
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.	50	41
T&L4. Interactive discussion For enquiry-based learning and interactive discussion, including use of online channel.	12	10
T&L5. Presentation, storytelling and improvisation Students practise listening, engaging, and creating during innovation processes.	10	8
	Total: 120	Total: 99

9. Assessment Methods			
Assessment Methods	Description	Weight %	Aligned Course Learning Outcomes
A1. In-class performance	Class engagement, group discussion, creativity activities, attendance	15%	1,2,3,4,5,6

9. Assessment Methods			
A2. Innovation journal	Recording in written format any observations, ideas and experience in daily encounter with the help of visuals and concise text descriptions	15%	1,3,5,6
A3. Innovation lens	Visualizing your innovation design journey: a concise write-up illustrating the problem discovery process and design direction of any business product/service/ model innovation by leveraging required and suggested tools	30%	3,4,5,6
A4. Group term project	Entrepreneurship: - pitching innovative idea for startup seed funding  30% on project quality: - an engaging pitch deck + pitching  10% on individual performance: - in presentation and Q&A session	40%	1,2,3,4,5,6

Assessment Rubrics	
A1. In-class performance	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.
A+,A,A-	
B+,B,B-	
C+,C,C-	
D+,D	
F	
A2. Innovation journal	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.
A+,A,A-	
B+,B,B-	
C+,C,C-	
D+,D	
F	
A3. Innovation lens	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.
A+,A,A-	
B+,B,B-	
C+,C,C-	

Assessment Rubrics	
D+,D	
F	
A4. Group term project	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.
A+,A,A-	
B+,B,B-	
C+,C,C-	
D+,D	
F	

10. Course Grade Descriptors	
A+,A,A-	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
B+,B,B-	Candidate has frequently demonstrated a substantial grasp of the subject and has demonstrated effort in acquiring the course learning outcomes
C+,C,C-	Some of the responses are well organized, clear but with insufficient elaboration
D+,D	Solutions to questions and problems containing unstructured but relevant observations. Candidate has shown marginally interest in the subject
F	Little evidence of basic familiarity with the subject, nor demonstration of sufficient effort

11. Course Content and Tentative Teaching Schedule		
Topic/ Session	Content	Other information
1	The Innovation Lens	
2	Developing Empathy (with on-campus activity)	CIC Components: - Short lecture on what makes a good recording of observations and analyze these with students for writing style and visual design - Discuss elements of what good writing is and how to effectively visualize ideas, the thinking process and the innovation space (done in almost every lecture)
3	Transforming Problems	CIC Components: - Short lecture on what makes a good pitch presentation with focus on the problem statement. - Look at sample problem statements and analyze these with students for writing style as well as visualizing the underlying thinking process.
4	Discovering Stakeholders & Bottleneck Problems	

## 11. Course Content and Tentative Teaching Schedule

5	Beyond Imagination – Outside the Box	
6	Prototyping Vs Rapid Prototyping	
7	Reading Week	
8	Entrepreneurship: Engaging Team Members and Investors (with optional Guest sharing)	<p>CIC Components:</p> <ul style="list-style-type: none"> <li>- Look at sample pitch deck presentations and analyze these with students for writing style and visual design</li> <li>- Discuss elements of what good visual design is and what good writing is emphasizing team and investors engagement</li> <li>- Students will practise pitching and teacher will give feedback on oral delivery, visual design and pitch deck writing style</li> <li>- Students will also do peer feedback</li> <li>- Students will interact with, learn and get feedback from guest speaker(s)</li> </ul>
9	Business Innovation Strategy	
10	Digital Transformation: What is “Digital”? Why?	
11	ESG Innovations: Goodwill? Greenwashing? Sustainable?	
12	Innovation Leadership	
13	Term Project Presentation	<p>CIC Components:</p> <ul style="list-style-type: none"> <li>- Group presentations</li> <li>- Feedback from peers and teacher</li> </ul>

## 12. Required/Recommended Readings & Online Materials

Reading	<p><b>Tom Kelley and David Kelley</b>, 2013, <i>“Creative Confidence: Unleashing the Creative Potential Within Us All,”</i> Publisher: Crown Business</p> <p><b>Roger Martin</b>, 2007, <i>“The Opposable Mind: How Successful Leaders Win through Integrative Thinking,”</i> Publisher: Harvard Business School Press</p>
---------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## 13. Means / Processes for Student feedback on Course

✓	Conducting mid-term survey in additional to SETL around the end of the semester
	Online response via Moodle site
	Others

## 14. Course Policy

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.

## 15. Additional Course Information

The course uses Moodle as a discussion platform to encourage constructive discussion and facilitate collaborative innovation. The Instructor 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.

Penalty for Late Assignments:

5% of the actual mark per day

Peer Evaluation for Course Project:

A peer evaluation will be arranged within 7 days after the final project presentation. Adjustment of grades may be incurred in case of extremely uneven student contribution.