

CRI 800 • Managing the Creative Enterprise • Winter 2018

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| Professor: | Michael Carter | Dr. Louis-Etienne Dubois |
| Section/Time/ Classroom: | Section 011 • Wednesdays. 3:00 pm to 6:00 pm. VIC 206 | Section 061 • Thursdays. 9:00 am to noon. KHS 338 PT |
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| Only Ryerson e-mail accounts to be used for communication between faculty and students. All news (announcements) posted on class D2L. | | |
| Professor: | Daniel Hawes | Yanina Chevtchouk |
| Section/ Time/ Classroom: | Section 041 • Thursdays. 12:00 pm to 3:00 pm. VIC 503 | Section 021 • Wednesdays. 12:00 pm to 3:00 pm. KHS 338 PT |
| Section/ Time/ Classroom: | Section 051 • Wednesdays. 3:00 pm to 6:00 pm. VIC 210 | Section 031 • Wednesdays. 3:00 pm to 6:00 pm. KHS 338 PT |
| Email: | dhawes@ryerson.ca | ychevtch@ryerson.ca |
| Office: | | |
| Office Hours: | | |
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| Professor: | Allan Novak | |
| Section/ Time/ Classroom: | Section 071 • Thursdays. 3:00 pm to 6:00 pm. ILC 102 PT | |
| Section/ Time/ Classroom: | Section 081 • Wednesdays. 3:00 pm to 6:00 pm. VIC 300 | |
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| Office: | | |
| Office Hours: | | |

Course Description

This capstone course builds upon the required B.A. Creative Industries industrial work placement, which must be completed prior to the end of this course. Using the research conducted during their placement, students will undertake a report that analyzes the management systems of their workplace company, assesses its strategic directions, and evaluates its strengths and weaknesses relative to the industrial environment in which it is operating. Course content is designed to facilitate the report by focusing on the organization, operation and strategic planning of creative enterprises and the criteria for appraising their efficacy.

Course Objectives

By the end of the course, students will be able to:

- Assess their own skills, strengths and attributes more objectively and how to apply their attributes in the future to managing or working with management in the CI [8b+cP; 9a+bP]
- Apply skills and concepts to successfully manage creative talent and to apply their own creativity to management [2a+bP]
- Critically analyze, discuss and plan for existing businesses, organizations or divisions in a Creative Industry [1aP;3cP]
- Compare and contrast management practices and issues across different creative sectors [1aP; 3cP]
- Develop business models for their future careers working in the CI and elsewhere, including their own entrepreneurial efforts [2bP; 9a+bP]
- Consolidate their understanding and fluency in the main attributes and challenges of the Creative Industry [1P]
- Reflect upon their academic career drawing together the main themes of the past four years [1P;10P]
- Demonstrate that they can write, express themselves verbally and present their ideas in the appropriate media in a sophisticated , persuasive and effective manner [4P]

Program Information

This is a required course for all CI students. Pre-requisite: CRI 700 and CRI 710. All students must pass CRI 800 in order to graduate from the program.

Required Readings and Resources

- Catmull, E. & Wallace, A. (2014) *Creativity Inc.*, Random House Canada, 340 p.
- Additional required material will be posted or linked to on the D2L site.

Teaching Methods

Course materials will be presented through a 3-hour lecture each week for 12 weeks. Teaching methods include lectures, videos, class discussions, experiential exercises, role plays, and case studies. Given the small class size, students are expected to make an active contribution to the learning atmosphere in the classroom and take part in the discussions. Students who miss classes are responsible for any material assigned or distributed. Students are not free to attend whichever section they prefer; they must only attend the one in which they are registered.

The use of any electronic devices in classroom may be a source of distraction to other students and to the instructor. As such, the use of laptop computers and other electronic devices may only be used for academic activities related to the course, e.g., note-taking. Students who use these electronic devices for non-course related purposes, especially in a course built on discussions and participation, may be asked to leave the classroom.

Weekly Schedule (Subject to change)

| WEEK ONE | | <i>Wednesday January 17 and Thursday January 18</i> |
|---|----------|---|
|  | TOPICS | Introduction and Overview |
|  | READINGS | Smith, S., & Paquette, S. (2010). Creativity, chaos & knowledge management, <i>Business Information Review</i> , 27(2), 118-123 |
| WEEK TWO | | <i>Wednesday January 24 and Thursday January 25</i> |
|  | TOPICS | Managing Knowledge |
|  | READINGS | Leonard, D., & Swap, W. (2005). Deep smarts. <i>Harvard Business Rev</i> , 30(2), 157-169. Catmull, E. Chapter 1 |

| WEEK THREE <i>Wednesday January 31 and Thursday February 1</i> | | |
|---|----------|--|
|  | TOPICS | Managing Creativity |
|  | READINGS | Heywood, V. et al. (2014) Promoting Ensemble: creative leadership in practice at the Royal Shakespeare company, in Handbook of Creativity Management, Bilton, C & Cummings, S. Eds, Edward Edgar, pp. 249-267 Simon, L. (2006) Managing Creative Projects: An empirical synthesis of activities. Intl Journal of Project Management 24(2), 116-126. |
|  | DUE | List of Group Members Roster for 3R Presentations |

| WEEK FOUR <i>Wednesday February 7 and Thursday February 8</i> | | |
|---|----------|---|
|  | TOPICS | Managing Innovation |
|  | READINGS | Hill, L. et al. (2014) What Collective Genius Looks Like, Chapter 1 in Collective Genius: The Art and Practice of Leading Innovation. Harvard Business Press, pp. 9-23 Catmull, E. Chapter 2-3 |
|  | DUE | Essay |

| WEEK FIVE <i>Wednesday February 14 and Thursday February 15</i> | | |
|---|----------|---|
|  | TOPICS | Managing People |
|  | READINGS | Mumford, M. (2000). Managing creative people: Strategies and tactics for innovation. Human resource management review, 10(3), 313-351. Catmull, E. Chapter 4 |
|  | DUE | Research topic approval. |

Study Week – No classes *Wednesday February 21 and Thursday February 22*

| WEEK SIX | | <i>Wednesday February 28 and Thursday March 1</i> |
|---|----------|---|
|  | TOPICS | Managing Production |
|  | READINGS | Glen, P. (2003) The nature of Geek work, chapter 4 in "Leading Geeks", Wiley, p. 57-73 Catmull, E. Chapter 5-6 |
|  | DUE | Case Study |

| WEEK SEVEN | | <i>Wednesday March 7 and Thursday March 8</i> |
|---|----------|---|
|  | TOPICS | Managing External Partners |
|  | READINGS | Huston, L., & Sakkab, N. (2006). Connect and Develop. Harvard Business Review, 84(3), 58-66. Catmull, E. Chapter 7-8 |
|  | DUE | 3R #1 |

| WEEK EIGHT | | <i>Wednesday March 14 and Thursday March 15</i> |
|---|----------|--|
|  | TOPICS | Managing Costs and Revenues |
|  | READINGS | Caves, R. E. (2000). Covering High Fixed Costs, Chapter 14 in Creative Industries: Contracts Between Art and Commerce. Harvard University Press, pp. 223-237 Catmull, E. Chapter 9-10 |
|  | DUE | 3R#2 |

| WEEK NINE | | <i>Wednesday March 21 and Thursday March 22</i> |
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|  | TOPICS | Managing Customers |
|  | READINGS | Pine, B. & Gilmore, J. (2011). The Customer Is the Product, Ch. 9 in The Experience Economy. Harvard Business Press, 241-270 Bilton, C. (2007). From Creative Marketing to Creative Consumption, Chapter 2 in Management and Creativity: From Creative Industries to Creative Management. Blackwell Publishing, 138-158 |
|  | DUE | 3R#3 |

WEEK TEN *Wednesday March 28 and Thursday March 29*

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|---|----------|---|
|  | TOPICS | Managing Channels |
|  | READINGS | Ramaswamy, V., & Guillard, F. (2010). The Co-Creation Principle, Ch. 2 in The Power of Co-creation. Free Press, 35-70 Catmull, E. Chapter 9-10 |
|  | DUE | 3R#4 |

WEEK ELEVEN *Wednesday April 4 and Thursday April 5*

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|---|--------|-----------------------------|
|  | TOPICS | Paper Debrief & Poster Work |
|  | DUE | Research Paper |

| WEEK TWELVE | | Wednesday April 11 and Thursday April 12 |
|---|--------|--|
|  | TOPICS | No Class |
|  | DUE | Poster Event |

Assignments, Evaluation, Marking

| Assignment | Brief Description | Due Date Start of class unless noted | % of Final Grade |
|-----------------------------------|---|---|------------------|
| Research paper | 20-page capstone research paper | Week 11 | 40 |
| Research Poster | Poster to be Presented at capstone event | Week 12 | 10 |
| Essay | 1400 words reflexive essay on the internship | Week 4 | 10 |
| 3R | 45-minute class preparation & presentation | Ongoing | 15 |
| Case Analysis | Management case analysis & action plan | Week 6 | 15 |
| Attendance & Participation | Attend, be prepared, make positive & substantive contributions in the class | Ongoing | 10 |
| Bonus Marks: Learning Development | <ul style="list-style-type: none"> • Learning Seminars • Approved research studies • CRI sponsored public events | Ongoing | 3 max |

Description of Assignments

Please note that additional details / information on assignments may be posted on the Course D2L. Different sections may assign students for team projects in different ways. Professors reserve the right to (re)assign students to balance numbers and skills.

❑ **Research Paper (40%)**

Each student will carry out independent research using primary and secondary resources. The purpose of this 20-page capstone paper is to conduct a comparative case study of a management topic drawn from their two content modules and to provide an original analysis on the key differences, similarities and implications. For this assignment, each student must conduct at least two (2) individual interviews per content module industry (4 in total) and use a minimum of six (6) peer-reviewed sources (journals, academic books, etc.) Potential topic areas include:

- Managing employees
- Managing production
- Managing distribution channels
- Managing customers

Students are encouraged to get going early and must get their topic approved by their instructor no later than week 5. Papers should be typed with a 1.5 spacing. All references should be cited using MLA or APA format. Visit the Ryerson Library for MLA or APA style guide references. Please include your name your section number and student number on all submissions. Please bring a hard copy and submit each assignment to turnitin.com before the due date/time on D2L.

❑ **Research Poster (10%)**

One week after handing in your research paper, students are expected to present their results in a visual manner through the creation of a research poster. This poster should provide background information, highlight main findings and provide concise implications. The poster should be visually engaging and incorporate some graphic design, drawing or image content. Students will present their posters during an event set to take place on campus during week 12.

❑ **Essay (10%)**

Using your journal entries, this reflexive essay describes, then analyzes the management practices of the organization in which you interned. You must anchor your reflection in first-hand information gathered in your journals, conduct follow-up interviews if necessary and use secondary sources to give a broader understanding of the organization and its industry. The essay should identify management best-practices (as well as dysfunctions) and discuss how they shape your understanding of managing a creative organization. If applicable, proper research format including methodological standards when conducting interviews are to be applied.

❑ **Case Analysis (20%)**

Teams of 4 students are to be formed (each section of the course must have 4 teams). If a student enrolls at a later date, she or he is responsible for joining a team no later than week 3.

Your team will be given a comprehensive management case which will be posted on D2L. Your team's task is to analyze the case. The case will have questions which you will need to answer critically using course concepts and theory. You will also be asked to make recommendations based on your thorough analysis. Full details can be found in the case description on D2L.

❑ **3Rs (15%)**

Review, Reflect & Recreate: Starting from Week 7, the same teams of 4 must (each section of the course must have 4 teams) prepare a 45-minute class presentation during which they:

- 15-minute Review and cover the readings for their assigned week;
- 15-minute Reflect critically on its content (or a specific element/concept/theory); and
- 15 minute Recreate its content (or a specific element/concept/theory) by adding something new and useful to it. This last part can take the form of an exercise or workshop in class.

A 3R roster where groups can sign up for a given week will be circulated in class week 3.

❑ **Class Attendance & Participation (10%)**

Students are expected to attend all lectures, but also to be prepared for them by having completed the readings. While not showing up to class will result in automatic deductions, only showing up is not enough to get full marks. Instructors will take attendance and note your participation in discussion, looking for well-prepared, positive and substantive interventions.

❑ **Bonus Marks: Learning Development (max 3%)**

Students can earn up to 3 bonus marks by either attending CRI sponsored events, workshops aimed at student learning support on campus, or approved research studies carried out by CRI faculty. Marks will be granted 1 per session. The learning support workshops relevant include:

- The Library's research workshops and individual assistance. Inquire at the Reference Desk or at www.ryerson.ca/library/info/workshops.html
- Student learning support: one-on-one tutorial help, individual sessions and workshops covering various aspects of researching, writing, and studying as well as English language support for non-native English speakers.

Students must provide within 10 business days following the event: proof of registration through email as well as a signed form attesting to their attendance, completion and full participation in the workshop. Students should print it and ask workshop instructors to complete it. These workshops are first come, first serve sign-up and will fill up. Opportunities to participate in research studies or attend CRI sponsored public events may be limited, so you are strongly encouraged to earn your marks through the workshops. It is up to you to get a space and sign up. Also, only relevant workshops will be considered (i.e. If you take a grad student workshop, if you

are native English speaker and go for ESL support, or otherwise do something else not relevant to your course of study, you will not get bonus marks).

Handing in Papers / Late Policy / Other Relevant Information

- It is the student's responsibility to contact the professor promptly concerning any situation that may have an adverse impact upon his/her academic performance. Considerations or accommodations must be requested well in advance (i.e. not last minute). Please note that when a student formerly requests consideration on health grounds the University requires a Health Certificate of letter from an appropriate health professional to be submitted to the School (Paula or Angella). The form can be found www.ryerson.ca/senate/forms/medical.pdf
- Any considerations for academic accommodation for religious reasons must be requested by the end of the second week of the term.
- Grades/penalties for each of the above items will be posted on D2L site within two weeks of the due dates, with the exception of the final exam;
- All assignments must be submitted to Turnitin through Dropbox on D2L by 5:00pm on the due date. Submitting your hard copy in class, but failing to also submit your assignment to Turnitin by the due date will result in a penalty of five (5) % per day. Missed presentations without permission will result in a mark of 0;
- Turnitin.com is a plagiarism prevention and detection service to which Ryerson subscribes. Students who do not want their work submitted to this plagiarism detection service must, by the end of the second week of class, consult with the professor for other arrangements. The professor reserves the right to submit work that is suspected to be plagiarized to Turnitin.
- Emails are answered in 48 business hours. Responses in non-crisis situations will be short, and all responses over three sentences will be addressed during the next office hours.
- Students must retain a personal copy of all work undertaken for this course as well as all rough materials, references, and working notes until the marked original has been returned;
- On occasion guest speakers may/will attend our class. Students should refrain from contacting these guests after the class, unless explicitly invited to do so.
- We expect that all communications by e-mail and in person between students, their colleagues, and instructors will be civil and professional as per Senate Policy #61.
- The unauthorized use of intellectual property of others, including your professors', for distribution, sale, or profit is expressly prohibited, in accordance with Policy 60 (Sections 2.8, 2.10). Intellectual property in this context includes, but is not limited to: slides, lecture notes, presentation materials used in and out of class, lab manuals, course packs, and exams. No electronic recording of any segment of lectures without the express prior agreement.

Everyone is expected to hold up their end in group work. It is not acceptable to force classmates to cover for each other. Student may be required to submit a self and group evaluation form to confidentially underline their contributions to the group and identify those who do not pull their own weight. Students whose contributions are deemed to be insufficient will receive lower marks. Unfair or unreasonable scores will be over-ridden by instructors. These documents will be used to consider any complaints made by students about non-contributing group members. Students who do not take peer evaluation seriously may have their own marks reduced.

Show respect for your fellow students.

- Arrive on time (*before* 10 minutes after the hour). Be ready to start.
- Do not indulge in side conversations in class. Disruptive students will be asked to leave. We reserve the right to adjust a student's overall mark if he/she interferes with their colleagues' learning.
- NO eating in class. Coffee or water are fine.

Computers and other electronic devices are allowed in class to take notes, mark up lecture slides and do quick internet searches of relevant materials. But students on Facebook or Youtube or watching the hockey game or texting distract not only themselves but also their colleagues. Any student who gratuitously "multitasks" will not be allowed to use electronic devices in the classroom.

No electronic recording of any segment of lectures / sessions without the express prior agreement of the instructor.

This course is conducted in accordance with all relevant University academic policies and procedures and students are expected to familiarize themselves with them and adhere to them. Students should refer online (ryersoncreative.ca) to the 2016/17 Creative Industries Student Handbook for specific information with respect to the following policies:

- *Policy #60: Student Code of Academic Conduct*
- *Policy #61: Student Code of Non-Academic Conduct*
- *Policy #134: Undergraduate Academic Consideration and Appeals.*
- *Policy #157: Ryerson's E-mail Accounts for Official Communication*
- *Policy #159: Academic Accommodation of Students with Disabilities*