

## Brief Course Outline

**Course Title:** Innovation & Creativity and the Entrepreneurial Journey

**Course Number and Section**

MOS

4498B 550

**Instructor Name(s):** Dr. Matt Bazely

**Instructor Email(s):** matt.bazely@huron.uwo.ca

Disclaimer: Information in the brief course outline is subject to change. The syllabus posted on OWL Brightspace is the official and authoritative source of information for the course.

### Course Description:

Today's knowledge economy requires individuals who can think imaginatively within complex, constrained environments. Rejecting the myth that creativity is innate, the course adopts an evidence-based approach that sees creativity as a skill strengthened through deliberate practice. This course develops students' personal and professional creativity by focusing on three core creative competencies: challenging assumptions, practising lateral thinking, and innovating within constraints. These skills have been shown to drive career success, stronger performance in revenue growth, market leadership, and opportunity recognition across industries. Building on foundational entrepreneurship knowledge, the course equips students to transform observations often by uncovering solutions that lie outside conventional thinking. Students will learn to identify hidden assumptions that limit creativity, break habitual patterns through structured lateral thinking tools, and use constraints as productive creative fuel rather than barriers. Through a blend of workshops, thought experiments, and immersive in-class activities, students will learn to reframe problems, generate unconventional ideas, and test solutions rapidly. By integrating creativity, innovation, and entrepreneurial action, they will develop the mindset and methods needed to lead creative work, collaborate effectively, and solve meaningful problems in complex socio-technical systems. The goal of this course is to enable students to see differently, think differently, and act differently, using constraints, assumptions, and unconventional thinking as powerful drivers of creativity and innovation.

### Learning Outcomes: one outcome per entry

- Use a variety of creativity tools to generate novel ideas. Students will demonstrate competence with structured tools such as lateral thinking methods, reframing matrices, SIT, SCAMPER, and assumption testing to produce original, useful ideas.
- Diagnose and surface hidden assumptions in complex problems. Students will identify explicit and implicit assumptions, articulate their impact on problem framing, and apply techniques to challenge or overturn limiting beliefs.
- Reframe problem statements to reveal new solution pathways. Students will practice multiple reframing approaches and compare how different frames shift possibilities, constraints, and strategic opportunities.

- Apply constraint-based creativity to innovate within limited resources. Students will treat constraints as creative catalysts, using boundaries, limitations, and real-world restrictions to generate more focused, feasible, and inventive solutions.
- Engage in purposeful divergent and convergent thinking processes. Students will demonstrate the ability to separate idea generation from idea evaluation, expand the range of possibilities, and systematically narrow toward viable concepts.
- Collaborate effectively during improvisation, ideation, and rapid-iteration activities. Students will show strong team creativity behaviours: building on others' ideas, contributing constructively, maintaining psychological safety, and iterating quickly.
- Prototype and test ideas using low-fidelity, rapid-experimentation methods. Students will develop quick sketches, models, or concept tests, gather feedback, and make evidence-informed refinements to improve creative solutions.
- Reflect on personal creative growth, thought patterns, and habits. Students will analyze their creative mindset development, identify strengths and blind spots, and articulate strategies for sustaining creative habits in professional and entrepreneurial contexts.

### Textbooks and Course Materials:

all posted in Brightspace

### Methods of Evaluation: one assignment per entry

Assignment	Due Date mm/dd/yy	Weight - %
Video Submission - What will I deserve in this class	Jan 9 @ 11:59	5
The Creative Identity Portfolio	weekly entries	10
Creativity Statements	Jan 16 @ 11:59 pm Jan 23 @ 11:59 pm Jan 30 @ 11:59 pm Feb 6 @ 11:59 pm	15
Class contribution 1st half of term	first 6 weeks	17.5
Class contribution 2nd half of term	second 6 weeks	17.5
In-Person Discussion What do I deserve in the class.	scheduled week 11 & 12	10

In solidarity with the Anishinaabe, Haudenosaunee, Lūnaapéewak, and Chonnonton peoples on whose traditional treaty and unceded territories this course is shared.

Wednesday, December 24, 2025

# Huron Brief Course Outline

## In-course Costs

\$000.00

For Textbooks and Course Materials (below), you are required to include the cost of each textbook or other learning material.

Note whether there are any restrictions that would prevent a student from using a second-hand copy. Here is some suggested text:

- Required textbook: [author, title, edition, publisher, date]. Cost: [insert amount].
  - Or include the weblink of the textbook's publisher site that includes the cost information.
- Students need to purchase this edition. Second-hand or older editions will not be sufficient.
- OR Students are welcome to purchase second-hand or earlier editions of this textbook.
- This course has an optional field trip that costs [insert amount].
- This course has a required field component that costs [insert amount].