

# Creative Industries

at The Creative School

| Course Number   | Course Title                     | Semester     | Year                             |
|---|----------------------------------|--------------|----------------------------------|
| CRI 800   | Managing the Creative Enterprise | Winter       | 2022                             |
| <b>Details for sections, as relevant</b>  |                                  |              |                                  |
| <b>Section</b>  | <b>Day of Week</b>               | <b>Time</b>  | <b>Classroom</b>                 |
| 011   | Thursday                         | NOON - 3 PM  | VIC306                           |
| <b>Instructor</b>   | <b>Ryerson Email</b>             | <b>Phone</b> | <b>Office &amp; Office Hours</b> |
| Dan Hawes   | dhawes@ryerson.ca                | -            | TBD                              |
| <b>Section</b>  | <b>Day of Week</b>               | <b>Time</b>  | <b>Classroom</b>                 |
| 021   | Monday                           | 9 AM - NOON  | ILC1                             |
| <b>Instructor</b>   | <b>Ryerson Email</b>             | <b>Phone</b> | <b>Office &amp; Office Hours</b> |
| Alexander Carter  | alexander.carter@ryerson.ca      | -            | TBD                              |
| <b>Section</b>  | <b>Day of Week</b>               | <b>Time</b>  | <b>Classroom</b>                 |
| 031   | Monday                           | NOON - 3 PM  | ILC                              |
| <b>Instructor</b>   | <b>Ryerson Email</b>             | <b>Phone</b> | <b>Office &amp; Office Hours</b> |
| Amrita Bhalla   | amrita.bhalla@ryerson.ca         | -            | TBD                              |
| <b>Section</b>  | <b>Day of Week</b>               | <b>Time</b>  | <b>Classroom</b>                 |
| 041   | Monday                           | 9 AM - NOON  | KHS                              |
| <b>Instructor</b>   | <b>Ryerson Email</b>             | <b>Phone</b> | <b>Office &amp; Office Hours</b> |
| Salman Rana   | salman.rana@ryerson.ca           | email only   | TBD via Zoom                     |
| <b>Section</b>  | <b>Day of Week</b>               | <b>Time</b>  | <b>Classroom</b>                 |
| 051   | Monday                           | NOON - 3 PM  | VIC2                             |
| <b>Instructor</b>   | <b>Ryerson Email</b>             | <b>Phone</b> | <b>Office &amp; Office Hours</b> |
| Alexander Carter  | alexander.carter@ryerson.ca      | -            | TBD                              |
| <b>Only Ryerson emails are to be used for communication between faculty, staff, and students.<br/>All news (announcements) posted on class D2L.</b> |                                  |              |                                  |

## Course Description

This course builds upon the required work placement, which must be completed prior to the end of this course. Using the research conducted during their placement, students will undertake an analysis of the management systems of their company, assess its strategic directions, and evaluate its strengths and weaknesses relative to the industrial environment in which it operates. The content is designed to facilitate this analysis 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 on how to apply their attributes to managing or working with management in the CI [8a; 7d]
- Apply skills and concepts to successfully manage creative talent and to apply their own creativity to management [2a+b;6a;7b]
- Critically analyze, discuss and plan for existing organizations or units in the CI [1a;3c]
- Compare and contrast management practices and issues across creative sectors [1a; 3c]
- Develop management strategies for their future careers working in the CI and elsewhere, including their own entrepreneurial efforts [2b; 7b; 8a+b]
- Consolidate their understanding and fluency in the attributes and challenges of the CI [1a+b]
- Reflect upon their academic career drawing together themes of the past 4 years [1a;7d]
- Demonstrate that they can write, express themselves verbally and present their ideas in the appropriate media in a sophisticated, persuasive and effective manner [4a+b+c]

## Course Details

### Teaching Methods

Course materials will be presented through a weekly in-person three-hour seminar. However, note that all classes for Winter will be held virtually until January 30th 2022. Further updates to this as they are released. Each instructor will share a separate link to connect ahead of time. Teaching methods include an original simulation and peer-learning, as well as discussions, guest speakers, workshops, lectures and case studies. Given the small class size and the importance of discussions in this upper year course, students are expected to make an active contribution. Those who miss classes are responsible for any material assigned and are likely to lose participation marks. Students are not free to attend whichever section they prefer; they must only attend the one in which they are registered.

### Plagiarism Detection

Turnitin.com is a plagiarism prevention and detection service to which Ryerson subscribes. It is a tool to assist instructors in determining the similarity between students' work and the work of other students who have submitted papers to the site (at any university), internet sources, and a wide range of books, journals and other publications. Students agree by taking this course that their written work will be subject to submission for textual similarity review to Turnitin.com. 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 their instructor to make alternate arrangements. Even when a student has opted out, if the instructor has reason to suspect that an individual piece of work has been plagiarized, the instructor is permitted to submit it in a non-identifying way to any plagiarism detection service.

## Program information

This is a required course for all Creative Industries students.

Prerequisites: CRI 700 and CRI 710. All students must pass CRI 800 in order to graduate from the program.

## Required Readings, Resources & Materials




### Course Materials

- Mandatory** weekly readings are indicated below and will be posted on D2L
- Recommended** weekly podcasts indicated below and will be posted on D2L




**Note:** This course does not require equipment other than the University's minimum technology requirement to access lectures, mandatory readings and assignments, either through your computer, tablet or mobile device.

## Weekly Schedule (Subject to change)





### WEEK ONE (January 17-20, 2022)


|  |          |  |
|--|----------|--|
|   | TOPIC    | INTRODUCTION TO MANAGEMENT THEORY  |
|   | PODCAST  | See weekly episode(s) on D2L   |
|  | READINGS | Amabile, T. & Kramer, S. (2011) Horrible Bosses. HBR Blog, July 11.<br>Kiechel, W. (2012). Management century. Harvard Business Review, 90(11), 62-75. |

### WEEK TWO (January 24-27, 2022)





|   |          |  |
|---|----------|--|
|  | TOPIC    | MANAGING ONESELF   |
|  | PODCAST  | See weekly episode(s) on D2L   |
|  | READINGS | Glen, P. & McManus, M. (2014) Geek to Manager, in The Geek leader's handbook, Leading Geeks Press, pp. 77-85<br>Sillet, D. (2015). How to support and develop first-time managers? Industrial and Commercial Training, 47(1), 46-50. |

### WEEK THREE (January 31- Feb 3, 2022)





|   |          |   |
|---|----------|---|
|  | TOPICS   | MANAGING AROUND   |
|  | PODCAST  | See weekly episode(s) on D2L  |
|  | WORKSHOP | Internship environments for creativity: STOP-START-CONTINUE   |
|  | 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., Edward Edgar, pp. 249-267<br>Hill, L. et al. (2014) What Collective Genius Looks Like, Ch. 1 in Collective Genius: The Art and Practice of Leading Innovation. Harvard Business Press, pp. 9-23 |

|   |                   |   |
|---|-------------------|---|
|   |                   | Optional: Gratton, L., & Erickson, T. J. (2007). Eight ways to build collaborative teams. <i>Harvard business review</i> , 85(11), 100. |
|  | PRESENTATION<br>S | 3Rs #1<br>Management Popcorn #1   |

#### WEEK FOUR (Feb 7-10, 2022)



|   |                   |  |
|---|-------------------|--|
|  | TOPICS            | MANAGING UP  |
|  | PODCAST           | See weekly episode(s) on D2L   |
|  | READINGS          | Gabarro, J., & Kotter, J. (1980). Managing your boss. <i>Harvard Business Review</i> .<br>Birkinshaw, J., Manktelow, J., D'Amato, V., Tosca, E., & Macchi, F. (2019). Older and wiser? How management style varies with age. <i>MIT Sloan review</i> , 60(4), 75-81. |
|  | PRESENTATION<br>S | 3Rs #2<br>Management Popcorn #2  |

#### WEEK FIVE (Feb 14-17, 2022)




|   |               |  |
|---|---------------|--|
|    | TOPICS        | MANAGING REMOTELY  |
|    | PODCAST       | See weekly episode(s) on D2L   |
|  | READINGS      | Larson, B. Z., Vroman, S. R., & Makarius, E. E. (2020). A guide to managing your (newly) remote workers. <i>Harvard Business Review</i> , 18.<br>Hertel, G., Konradt, U., & Orlikowski, B. (2004). Managing distance by interdependence: Goal setting, task interdependence, and team-based rewards in virtual teams. <i>European Journal of work and organizational psychology</i> , 13(1), 1-28. |
|  | PRESENTATIONS | 3Rs #3<br>Management Popcorn #3  |


#### Study Week – No classes (Week of Feb 21-25, 2022)

#### WEEK SIX (Feb 28-March 3, 2022)


|   |        |   |
|---|--------|---|
|  | TOPICS | Reflexive management discussion #1 (no class)   |
|  | DUE    | Check meeting schedule for your individual slot |

#### WEEK SEVEN (March 7-10, 2022)





|   |          |  |
|---|----------|--|
|  | TOPICS   | MANAGING PROJECTS  |
|  | PODCAST  | See weekly episode(s) on D2L.  |
|  | READINGS | Peticca-Harris, A. et al. (2015). The perils of project-based work: Attempting resistance to extreme work practices in video game development, <i>Organization</i> , 22(4), 570-587. |

|   |                   |  |
|---|-------------------|--|
|   |                   | Cicmil, S. et al. (2016). The project (management) discourse and its consequences: on vulnerability and unsustainability in project-based work. <i>New Technology, Work and Employment</i> , 31(1), 58-76. |
|  | PRESENTATION<br>S | 3Rs #4<br>Management Popcorn #4  |





#### WEEK EIGHT (Mar 14-17, 2022)

|   |                   |  |
|---|-------------------|--|
|  | TOPICS            | MANAGING DIVERSITY   |
|  | WORKSHOP          | GUEST SPEAKER(S)   |
|  | PODCAST           | See weekly episode(s) on D2L   |
|  | READINGS          | Cabral,A (2020) Allyship and Advocacy, Ch. 3 in <i>Allies and Advocates</i> , pp 25-51<br>Sherbin, L., & Rashid, R. (2017). Diversity doesn't stick without inclusion. <i>Harvard Business Review</i> , 1. |
|  | PRESENTATION<br>S | 3Rs #5<br>Management Popcorn #5  |



#### WEEK NINE (Mar 21-24, 2022)



|   |                   |   |
|---|-------------------|---|
|    | TOPICS            | MANAGING BUDGETS  |
|   | PODCAST           | See weekly episode(s) on D2L  |
|  | READINGS          | Caves, R. (2000). Covering High Fixed Costs, Ch.14 in <i>Creative Industries: Contracts Between Art and Commerce</i> . Harvard University Press, 223-237<br>Leinwand, P. & Couto, V. (2017) How to Cut Costs More Strategically, <i>Harvard Business Review</i> |
|  | PRESENTATION<br>S | 3Rs #6<br>Management Popcorn #6   |

#### WEEK TEN (Mar 28-31, 2022)



|   |                   |   |
|---|-------------------|---|
|  | TOPICS            | MANAGING CONFLICT   |
|  | PODCAST           | See weekly episode(s) on D2L  |
|  | READINGS          | Chen, M. H. (2006). Understanding the benefits and detriments of conflict on team creativity process. <i>Creativity and innovation management</i> , 15(1), 105-116.<br>Parker Follett, M (1924) Experience as Creating, Ch. 9 in <i>Creative Experience</i> , Martino Publishing, pp 156-178. |
|  | PRESENTATION<br>S | 3Rs #7<br>Management Popcorn #7   |

#### WEEK ELEVEN (Week of Apr 4-7, 2022)

|   |         |                              |
|---|---------|------------------------------|
|  | TOPICS  | MANAGING REFLEXIVITY         |
|  | PODCAST | See weekly episode(s) on D2L |

|   |               |   |
|---|---------------|---|
|  | READINGS      | D. Schon (1982) The art of managing: reflection-in-action within organizational learning systems, Ch. 8 in Reflexive Practitioner, Basic Books, pp. 236-266<br>Catmull, E. & Wallace, A. (2014) Notes Day, Ch. 13 in Creativity Inc. Random House, pp.275-295 |
|  | PRESENTATIONS | 3Rs #8<br>Management Popcorn #8   |

#### WEEK TWELVE (Week of Apr 11-14, 2022)

|   |        |  |
|---|--------|--|
|  | TOPICS | Reflexive management discussion #2 (no class)                          |
|  | DUE    | Simulation Analysis<br>Check meeting schedule for your individual slot |

## Assignments, Evaluation, Marking

| Assignment            | Brief Description                         | Due Date                | % of Final Grade |
|-----------------------|---|-------------------------|------------------|
| Simulation Analysis   | 1200-words response to management issue   | Week 12                 | 25               |
| Reflexive Discussions | 10-min presentations on assigned topic    | Week 6 and Week 12      | 30 (15 + 15)     |
| 3Rs                   | Review, Reflect, Recreate weekly readings | 8 times starting Week 3 | 15               |
| Management Popcorn    | 10-min presentation on fictional manager  | 8 times starting Week 3 | 15               |
| Participation         | Quality and quantity of participation     | Ongoing                 | 15               |

Everyone is expected to hold up their end in group work. It is simply not acceptable to force classmates to cover for each other. Students 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. In addition, students who do not take peer evaluation seriously may have their own marks reduced.

## Description of Assignments

Additional details may be posted on D2L. Instructors reserve the right to (re)assign students to balance numbers and skills. Note that marks are expected to be returned to students within 2 weeks.

- **Simulation Analysis (25%)**

This simulation-based assignment invites students to assume the role of an entry-level manager at Terronto Games, a small studio that specializes in horror games. In this 1200-words analysis, you are asked to select 1 managerial issue - available in D2L - of your choice and to independently 1) briefly explain your own understanding of the issue at hand **incorporating course readings and/or podcasts**; and 2) suggest a course of action to undertake to address said issue. Your analysis should be **Specific, Measurable, Achievable, Respectful** of creativity and Theory-based.

Your analysis should be typed and double-spaced. 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, student number and **word count** (excluding cover page, tables and references). Submit to Turnitin.com before the due date/time on D2L.

- **Reflexive Management Discussions (25%)**

As someone who has been managed, is managing, or will manage in the future, it is important to develop a reflexive approach to steering people and to really understand your decisions' implications. It is easy to get caught up in deadlines, imperatives and other responsibilities, all the while failing to fully take stock of your impact as a manager.

This assignment invites you to reflect on the type of manager you want to be. Even if this is not something you aspire to be, there will come a time when your actions will hinder or enable those around you. Specifically, you must prepare for a 10 minute discussion with your instructor in which you will be asked the following questions:

*Week 6 (Discussion #1): Briefly describe past experiences with good and bad managers (manager A vs. manager B). In your opinion, what makes their actions either positive or negative, what can you learn from interacting with them, what would you like to stay clear from or on the contrary emulate? And how so?*

*Week 12 (Discussion #2): EDI has become a "hot" topic in management, much like in society more broadly. However, beyond wishful thinking and good intentions, tangible changes remain hard to come by. In your past experiences, and at your level, how have you seen this issue being addressed? As a future manager (or enabler), how do you propose to tackle this issue? Specifically, how can you create meaningful change?*

For both discussions, you must anchor answers in examples (no need to divulge names) and first-hand information from internship journals, especially journal #2. These discussions evaluate your understanding of course material and its application to industry, and are graded on the quality, depth and relevance of the thought process.

- **3Rs: Review, Reflect and Recreate (15%)**

Starting week 3, teams of **4** students must prepare a **15-20** min presentation (often divided in equal parts of 5 min each) during which they first *Review* all of the week's assigned readings, then proceed to *Reflect* critically on its content (or specific element/concept); and conclude by *Recreating* its content (or element/concept) by adding something new and useful to it. This can also take the form of a short exercise or debate. Teams are expected to present visuals, which should be uploaded to D2L. All team members must speak during the presentation.

- **Management Popcorn (15%)**

Starting week 3, teams of **4** students must prepare a **10** min presentation during which they present and analyze the management style and practices of a popular tv or film character of your choice. Whether it's Tony Montana, Daenerys Targaryen, the Professor in Casa de Papel, Miranda from Devil wears Prada, or King Julien in Madagascar, each have strengths and weaknesses, and inhibit or enable their teams or followers in a different way. In addition to a very brief synopsis and presentation of the character, the analysis must be grounded in at least ONE reputable and peer-reviewed management article of your choice ( approved by the instructor at least one week ahead). Think of the article as a lens through which you can make sense of the manager's actions. In other words, what does the article reveal about the character, or how does the character embody the article's concepts. Teams are expected to present visuals, which should be uploaded to D2L. All team members must speak during the presentation.

- **Participation (15%)**

Students are expected to attend all lectures, but also to have completed the readings. This is an upper year seminar, in which you are expected to contribute meaningfully and take advantage of the smaller class size. Instructors will take attendance and note your participation, looking for well-prepared, positive and substantive interventions. Merely showing up does not get you participation marks, but not showing up is bound to result in deductions.

## Handing in Papers, Late Policy & Other Relevant Information

- Academic Consideration (e.g., extended assignment deadlines, make-up assessments) may be requested on the basis of Extenuating Circumstances (such as health or compassion), and must be supported by a properly

completed documentation such as a Ryerson University PDF file Student Health Certificate. Note: Part of the Ryerson University Student Health Certificate must be completed by a Regulated Health Professional (RHP). The instructor and/or the Teaching Department reserve the right to verify the authenticity of any health certificates submitted. Requests for Academic Consideration must be submitted to the teaching department for verification via the on-line ACR system within 72 hours of the missed deadline.

<https://www.ryerson.ca/senate/course-outline-policies/academic-consideration-health-policy-134-152/>

- COVID: Students who miss an assessment due to cold or flu-like symptoms, or self-isolation, are not required to provide a health certificate. Other absences must follow Senate Policy 167: Academic Consideration.
- Religious or cultural observations accommodations must be requested by the end of the second week of the term. <https://www.ryerson.ca/humanrights/religious-cultural-observances/>
- 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*.
- Assignments submitted late, without extension, will result in a penalty of (5% deducted per day, 10% for a weekend). Do not wait until the last moment to submit your paper. Allow for technical glitches. Missed presentations without permission will result in a 0;
- Students are required to retain a copy of all work undertaken as well as *all rough materials, references, sources, and notes* until the marked original has been returned.
- The professors reserve the right to modify the syllabus and assignments as required over the course of the term, but any changes will be discussed with the class prior to being implemented
- On occasion guest speakers may attend our class. Students should refrain from contacting these guests after the class, unless invited to do so.
- 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, and presentation materials used in and out of class
- Students are invited to provide preferred personal pronouns in class. In addition, students are welcome to use they/them in the singular form in their assignments as this aligns with APA guidelines
- Students are expected to show respect and to be ready to start on time (***before*** 10 minutes after the hour).

#### **Technology Statement**

All devices should be on silent/mute. Computers and tablets should not be used to email or message during class. Students on Facebook or Youtube or texting distract not only themselves but also their colleagues.

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

It is expected that assistive technologies as detailed in Ryerson Senate Policy 159 (Academic Accommodation of Students) are to be used in keeping with this technology statement.

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 to for specific information with respect to the following policies:

- [Policy #60](#): Academic Integrity
- [Policy #61](#): Student Code of Non-Academic Conduct
- [Policy #135](#): Final Examinations
- [Policy #157](#): Ryerson's E-mail Accounts for Official Communication
- [Policy #159](#): Academic Accommodation of Students with Disabilities
- [Policy #166](#): Course Management
- [Policy #167: Academic Consideration](#)
- And all other course outline policies: <https://www.ryerson.ca/senate/course-outline-policies/>



## Important Resources Available at Ryerson

- [The Library](#) provides research workshops and individual assistance. If the University is open, there is a Research Help desk on the second floor of the library, or go to [Workshops](#).
- [Student Learning Support](#) offers group-based and individual help with writing, math, study skills, and transition support, as well as [resources and checklists to support students as online learners](#).
- You can submit an [Academic Consideration Request](#) when an extenuating circumstance has occurred that has significantly impacted your ability to fulfill an academic requirement. Visit the Senate website and select the blue radial button (top right hand side) entitled: Academic Consideration Request (ACR) to submit this request.

Policy 167: Academic Consideration for Fall 2020/Winter 2021 due to COVID-19: Students who miss an assessment due to cold or flu-like symptoms, or due to self-isolation, are currently not required to provide a health certificate. Other absences must follow Senate [Policy 167: Academic Consideration](#).

Also NOTE: Outside of COVID-19 symptoms, the new Policy 167: Academic Consideration does allow for a once per term academic consideration request without supporting documentation if the absence is less than 3 days in duration and is not for a final exam/final assessment. In both of those instances, documentation is required. For more information please see Senate [Policy 167: Academic Consideration](#).

- [Ryerson COVID-19 Information and Updates for Students](#) summarizes the variety of resources available to students during the pandemic.
- Familiarize yourself with the tools you will need to use for remote learning. The [Continuity of Learning Guide](#) for students includes guides to completing quizzes or exams in D2L or Respondus, using D2L Brightspace, joining online meetings or lectures, and collaborating with the Google Suite.
- Information on Copyright for [Faculty](#) and [students](#).
- At Ryerson, we recognize that things can come up throughout the term that student's ability to succeed in their coursework. These circumstances are outside of one's control and can have a serious impact on physical and mental well-being. Seeking help can be a challenge, especially in those times of crisis. Below are resources we encourage all Ryerson community members to access to ensure support is reachable. <https://www.ryerson.ca/mental-health-wellbeing>

If support is needed immediately, you can access these outside resources at anytime:

Distress Line — 24/7 line for if you are in crisis, feeling suicidal or in need of emotional support (phone: 416-408-4357); Good2Talk- 24/7 hour line for postsecondary students (phone: 1-866-925-5454)

- For more information on Creative Industries Academic Policies & Procedures and links to resources, please see: <https://www.ryerson.ca/creativeindustries/academic-advising/>