



Completion Report
Project Supported by LTC/OBA Funding*

(Period covered: 7/2008 – 7/2009)

Part I: General Information

Funding Source (please tick ✓ as appropriate): LTC OBA Funding

Project Code: 2007-08/OBA/MM1 (P8B1F) Host Department: MM/FB

Project Title: Supporting the Bachelor of Business Administration (BBA) programme outcome in respect of enhancing creative thinking amongst Faculty of Business students.

Project Team: Project Leader (Name & Dept): Prof. Howard DAVIES and Ms. Elvy PANG Team Member(s) (Name & Dept): Mr. Ken WONG and DR. MAK Wai-ming

Part II: Project Details

1. Financial Information

(a) Overview

Approved Funding: + Additional Funding Received (if any): = Total Funding Received:

Source of Additional Funding: Department of Management and Marketing, and Faculty of Business Dean's Reserve

(b) Project Expenditure

¹ Please give reasons for the revised budget and quote the relevant authority's approval reference where appropriate.

2. Project Schedule

Dates as Stated in Original Proposal: Start date (dd/mm/yyyy): 2 July 2008 Completion date (dd/mm/yyyy): 28 August 2009

Actual Start and Completion Dates: Start date (dd/mm/yyyy): 2 July 2008 Completion date (dd/mm/yyyy): 28 August 2009

Total no. of extension(s) obtained : Obtained during the project period:

Project Period Extension(s) (if any):

time(s)

For a total of

month(s)

Reason(s) for Extension(s) (if any):

* *LTC: Learning and Teaching Committee*

OBA Funding: Funding for Promoting Outcome-Based Approaches to Student Learning

3. Project Implementation

(a) Project objectives

- i. Provide review lectures and assignments in the compulsory subject MM2052 Personal Skills Development, designed to promote the understanding of creativity as a business skill.
- ii. Introduce further elements of creativity development in other 'core' subjects, where appropriate
- iii. Assess individual BBA students' standing in respect of creative thinking abilities through the Abbreviated Torrance Test for Adults (ATTA), which is a well-established and reliable measurement tool
- iv. Provide feedback to FB and AACSB with regard to the overall achievement of the Programme Learning outcomes on creativity, and any suggestions for further improvement.

(b) Overview of specific work undertaken for achieving the project objectives (including any changes to original proposal)

The key focus of this project has been on applying the Abbreviated Torrance Test for Adults (ATTA) to a large sample of BBA students. The ATTA is a well-established direct test, externally assessed, of students' creative ability, requiring them to address specific tasks requiring creativity/divergent thinking.

The test has been applied to more than 1,000 students, across all years and all programmes within the BBA Scheme. The results have been analysed (and a Report presented to VP(AD)). The results provide evidence for the Assurance of Learning in respect of creativity for BBA students and will be included in the Annual Programme Review Reports for the BBA Scheme. The Report will be presented to the Faculty of Business Undergraduate Studies Committee and Faculty Learning and Teaching Committee in Autumn 2009. The results will also feature as an aspect of Assurance of Learning for the AACSB Peer Review Visit in November 2009.

Alongside the application of the ATTA, the creativity elements of the BBA Scheme have been reviewed, with elements now included in the Foundation Seminar for Mainland Students, as well as MM2052 Personal Skills Development. One implication of the findings is that in the Faculty's Plan for the 4 year curriculum, the Freshman Seminars and Capstone Experience need to have an element of creativity development and assessment, applied in the context of the students' majors.

(c) Difficulties encountered, if any, which have affected progress, and remedial actions taken

The only difficulty experienced was financial. A fundamental error was made in writing the original budget, in that there was a confusion between the cost of purchasing the ATTA materials, and the cost of the full ATTA service, which includes scoring the (more than 1000) tests and returning the scored tests. The original budget only provided for the supply of the materials, the team member who wrote the budget being under the impression that we would score the tests ourselves.

As scoring these tests is a professional skill, requiring considerable training, and as it needs to be done independently of the PolyU, for the sake of external validity, it could not be done by the project team. Hence the project was significantly short of the funding needed (but the tests had already been sent for scoring when the mistake was discovered.) The Project Leader first approached Prof. Mak to explore the prospect of additional funding under the OBA initiative. While such funding might have become available later, invoices were being received from Scholastic Testing Services, and needed to be paid in a timely manner. Hence, when the uncovered invoices were received the Project Leader first approached the Department of Management and Marketing, and then the Dean of the Faculty for additional financial support. That support took the form of MM and FB directly paying the invoices received, rather than adding funds to the original project account.

(d) Deliverables/useful findings/good practices emerged

The key findings are that PolyU students score at least as high on creativity as the general benchmarks for adults provided by STS for the ATTA. There is no general reason to suppose that BBA students are problematical in this respect. However, students do not become more creative as they progress through the university and year 3 students are significantly (though not substantially) less creative than those in other years. The results also show that students exhibit more creative ability when tested in the context of a class which explicitly addresses creativity, than in classes where creativity is not a key focus. This applies even when students in the "non-creativity" class have previously completed the "creativity" class. There seems to be a problem of transferability, as has been noticed in the context of other skills.

In terms of good practices, it is difficult to address these very general problems but it may be helped by having the creativity theme run through the programme, from Freshmen Seminar to MM2052 Personal Skills development, to the Capstone Experience.

There was some evidence that females students are more creative than males, that students who have been on overseas exchange are more creative than others, and that students on some programmes are more creative than others. However, while these effects were statistically significant, they were all small, the large sample providing enough statistical power to capture small effects.

(e) Dissemination activities taken/planned to sustain impact

A meeting has already been held with VP(AD) to discuss the implications for PolyU's inclusion of creativity as a graduate attribute. The Report will be taken to the FB Undergraduate Studies Committee and Faculty Learning and Teaching Committee, and it will provide an input into the design of the 4 year curriculum, as indicated above.

(f) Self-evaluation or additional information/remarks

This has been relatively straightforward project, which would merit repetition, at least when students first graduate from the new 4 year curriculum. PolyU might consider use of the ATTA on a sampling basis, as a means of assessing the extent to which the creativity attribute is actually met.

Name of Project Leader: PROF.HOWARD DAVIES
(in block letters)

Date: July 27 2009

(a) Rating and comments/recommendations on the following areas of the project

(please put a ✓ in 1 of the following 2 ratings and provide comments)

Areas	Rating		Comments and Recommendations
	Satisfactory	Needing attention	
Overall financial management/ use of funding	✓		
Overall project progress	✓		
Outputs /deliverables / dissemination	✓		
Overall rating / comments on the project (Please suggest remedial actions if the rating is 'Needing attention')	✓		


(b) Issues requiring the attention of FLTC/Director of School and/or the funding authority

(c) Outputs/deliverables/good practices of the project that can be shared with other subjects, programmes or departments within the Faculty, or with the wider PolyU community

(d) Additional comments/remarks

It's better to let more colleagues to know more about this project and how this project can help enhance someone's quality.

Name of D/SLTC Chair
(or HoD/Director of School):



(in block letters)

Date: 3 August 2009

^ To be prepared by HoD/Director of School if the PL is also the D/SLTC Chair, or if the Centre/Unit/Office does not have a DLTC.

Part IV: Evaluation by FLTC/Director of School#

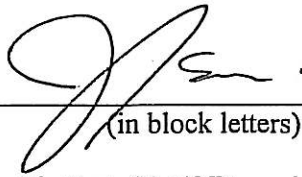
(a) Overall rating on the project (please put a ✓ in 1 of the following 2 ratings):

- Satisfactory
- Needing attention

(b) Overall comments and recommendations on the project:

(c) Issues requiring the attention of the funding authority:

Name of FLTC Chair/
Director of School:
Dean, FB



(in block letters) Prof. Judy Tsui

Date:

20 Aug 09

The Director of School or HoD of the Centre/Unit/Office needs not fill this part if he/she has already commented in Part III.

Part V: Response & Follow-up Plan by Project Leader

(Response and follow-up plan is required from the Project Leader if there is any area rated as 'needing attention' in Part III and/or IV.)

Name of Project Leader: _____

(in block letters)

Date: _____

Signature of Project Leader

Prof. Howard Davies

(Name in block letters)

Signature of D/SLTC (or HoD)@

(Name in block letters)

Signature of FLTC/
Director of School

(Name in block letters)

@ To be signed by HoD if the PL is also the DLTC Chair, or if the Centre/Unit/Office does not have a DLTC; leave this blank if the PL is also the SLTC Chair.

The Project Leader and D/SLTC Secretary should each keep a copy of this *Completion Report* for records.
A copy of this *Completion Report* will be submitted along with the *F/SLTC Annual Report (Form 20)* to LTC/WGOBE as a supporting document.

