RGC Ref. No.:
UGC/FDS24/H06/17
(please insert ref. above)

RESEARCH GRANTS COUNCIL
COMPETITIVE RESEARCH FUNDING SCHEMES FOR
THE LOCAL SELF-FINANCING DEGREE SECTOR

FACULTY DEVELOPMENT SCHEME (FDS)

Completion Report
(for completed projects only)

Submission Deadlines:	1. *Auditor's report with unspent balance, if any: within six months of the approved project completion date.*
	2. *Completion report: within 12 months of the approved project completion date.*

Part A: The Project and Investigator(s)

1. Project Title

In Another's Shoes: The Role of Perspective Taking in the Development of Ethical Creatives

(設身處地:觀點採擇能力與培養道德創意人的關係)

2. Investigator(s) and Academic Department(s) / Unit(s) Involved

Research Team	Name / Post	Unit / Department / Institution
Principal Investigator	Professor CHIU Warren Chi-kwan / Professor and Associate Dean (Quality Assurance)	Director's Office / PolyU SPEED
Co-Investigator (1)	Dr TSE Yiu-ping (Doreen) / Senior Lecturer	Division of Business and Hospitality Management / Hong Kong Community College
Co-Investigator (2)	Dr HUI Pamsy Pun-zee / Senior Teaching Fellow and Associate Head of Department	Department of Management and Marketing / The Hong Kong Polytechnic University

Research Team	Name / Post	Unit / Department / Institution
Co-Investigator (3)	Dr LEUNG Chun-fan / Teaching Fellow	Department of Management and Marketing / The Hong Kong Polytechnic University

3. Project Duration

	Original	**Revised**	**Date of RGC / Institution Approval** *(must be quoted)*
Project Start Date	01/01/2018	01/01/2018	
Project Completion Date	31/12/2020	31/12/2021	Institutional approval for first 6-month: 31/08/2020 RGC approval for the subsequent 6-month: 07/05/2021
Duration *(in month)*	36	48	ditto
Deadline for Submission of Completion Report	31/12/2021	31/12/2022	ditto

Part B: The Final Report

5.   Project Objectives

    5.1   Objectives as per original application

        1)   To contribute to an emerging field of research examining the potential conflicting effects induced by ethical and creative thinking and explain why and how creative and ethical thinking can at times be conflicting, and what can be done to avoid or resolve this conflict;

        2)   To propose and test a theoretical framework using perspective taking as a principal intervening factor, with an aim to optimize the joint effects of creative and ethical thinking;

        3)   To develop the research capability of team members and provide a platform for cross-institutional research collaboration;

        4)   In a longer term, to test the possibility of blending the training of creativity, ethics and perspective taking holistically in one subject, such that higher education institutions can design curricula that help achieve students' learning outcomes more effectively. This also represents a new paradigm in curriculum design, which diverges from the conventional approach of considering learning outcomes independently in an additive manner.

    5.2   Revised objectives

        Date of approval from the RGC: N/A

        Reasons for the change: N/A

        1. N/A

        2.

        3. ....

    5.3   Realisation of the objectives
        (Maximum 1 page; please state how and to what extent the project objectives have been achieved; give reasons for under-achievements and outline attempts to overcome problems, if any)

        (a) A conceptual paper "A Higher Plane: The Role of Perspective Taking in the Cultivation of Ethical Innovators" was presented at the SIBR Osaka Conference on Interdisciplinary Business and Economics Research in July 2018 to collect feedback from scholars (Objective 1 and 2)

        (b) An on-line survey was conducted to explore the formation of creative self-efficacy. The findings was presented in another conceptual paper "Empowered to Feel

Creative: Contextual Enablers of Creative Self-Efficacy among Working-Age Adults" at The 9th Academic International Conference on Multi-Disciplinary Studies and Education in August 2019.   (Objective 1 and 2)

(c) Laboratory experiments were carried out to explore the moderation effect of perspective taking on the association between creativity and ethical reasoning. The result and findings were published as a journal paper "Seeing Through and Breaking Through: The Role of Perspective Taking in the Relationship Between Creativity and Moral Reasoning" in the Journal of Business Ethics on 27 June 2021. (Objective 1 and 2)

(d) The above activities also serve the purpose of developing the research capability of team members and providing a platform for cross-institutional research collaboration (Objective 3)

(e) To test the possibility of blending the training of creativity, ethics and perspective taking holistically in one subject, an undergraduate subject named "Social Innovation" was run once in 2019 and 2020.   Another MBA subject named "Business Innovation Project Course" was also developed and launched in 2020. The experience from running these courses were shared in February 2021 at the International University Social Responsibility Summit, organized by University of Pretoria.   (Objective 4)

As a whole, the results of these activities have achieved the project objectives.

5.4   Summary of objectives addressed to date

Objectives *(as per 5.1/5.2 above)*	Addressed *(please tick)*	Percentage Achieved *(please estimate)*
1. *To contribute to an emerging field of research examining the potential conflicting effects induced by ethical and creative thinking and explain why and how creative and ethical thinking can at times be conflicting, and what can be done to avoid or resolve this conflict*	✔	100%
2. *To propose and test a theoretical framework using perspective taking as a principal intervening factor, with an aim to optimize the joint effects of creative and ethical thinking*	✔	100%
3. *To develop the research capability of team members and provide a platform for cross-institutional research collaboration*	✔	100%

Objectives *(as per 5.1/5.2 above)*	Addressed *(please tick)*	Percentage Achieved *(please estimate)*
4. *In a longer term, to test the possibility of blending the training of creativity, ethics and perspective taking holistically in one subject, such that higher education institutions can design curricula that help achieve students' learning outcomes more effectively. This also represents a new paradigm in curriculum design, which diverges from the conventional approach of considering learning outcomes independently in an additive manner*	✓	100%

6. Research Outcome

6.1 Major findings and research outcome
(Maximum 1 page; please make reference to Part C where necessary)

In a world beset by complex problems, creativity is a crucial attribute that organizations look for in their employees. In response to this demand, higher education institutions and professional training programs often identify creativity as a key learning outcome. Creativity, however, is intricately linked to other concepts in human interaction contexts. Through this project, we sought to investigate the relationships between creativity and some of these other concepts.

Our first study, published in the *Journal of Business Ethics* (as listed in Part C), focused on the relationship between creativity and another critical learning outcome in higher education, morality. Prior research has suggested that creativity could be inversely related to morality under some conditions. Therefore, to cultivate individuals who are both creative and moral may be more complex than imagined. We argued that by understanding the cognitive processes behind both creativity and moral reasoning, we would realize that creative individuals might not necessarily adopt a lower level of moral reasoning if we also considered their ability to take perspectives. That was what we found in data collected from a group of undergraduate students. Our data showed that it was indeed those who were weak in perspective taking who tended to adopt a lower level of moral reasoning if they were also creative. Meanwhile, perspective taking was directly and positively associated with moral reasoning. In other words, whether we can develop creative individuals who are also able to carry high levels of moral reasoning hinges on whether they have high levels of perspective taking, an ability that can be developed and incorporated in education.

Our second study, presented in 2019 at the 9th Academic International Conference on Multi-Disciplinary Studies and Education, sought to examine contextual factors that contributed to creativity self-efficacy, or the conviction in one's capability to accomplish something creative. While it is conceivable that individuals would be less inclined to think of themselves as creative in cultures where people tend to adhere to cultural norms (i.e., tight cultures), we also see exceptions in Singapore and South Korea, which have consistently ranked high as the most innovative nations despite having tight cultures that emphasize obedience and harmony. Through an exploratory study of working-age adults in the Netherlands (a loose and creative context) and Singapore (a tight and creative context), we attempted to uncover details on how individuals in different contexts perceived their own creativity. While we did not find a direct effect of cultural tightness on creative self-efficacy, there was a significant moderating effect of gender. Specifically, we found that female participants in the Netherlands were the most efficacious in their creativity and were inclined to engage in creative activities for individual fulfillment and self-expression (e.g., painting for fun). In contrast, females in Singapore had the lowest creative self-efficacy and were inclined

to engage in creative activities with tangible outputs for others (e.g., creating 3D cards for others). Regardless of cultural contexts, male participants did not exhibit noticeable difference in creative self-efficacy and tended to engage in utilitarian creative activities with little self-enhancement inclination (e.g., writing a program for work). Whether one was empowered to feel creative and how creativity was expressed depended on both cultural tightness and societal expectations of an individual's role (e.g., male breadwinners, independent or interdependent part of society).

6.2 Potential for further development of the research and the proposed course of action
(Maximum half a page)

Understanding the roles of perspective taking and other contextual factors in the development of prosocial creative individuals allows us to assemble key building blocks for education programs on innovation that are fit for purpose in a world full of social and environmental issues. One future direction to take would be to move from mere creativity to innovation, where value propositions for specific people are key. If these specific people come from diverse backgrounds, the effectiveness of perspective taking may be constrained by individuals' ability to imagine perspectives vastly different from theirs. Research has suggested that in such situations, perspective getting (i.e., actively listening to or observing these specific people) would be more effective. We can explore how perspective taking and perspective getting differ in the innovation processes and outcomes. Another future direction is to consider the antecedents of perspective – how can we effectively introduce and implement perspective taking and perspective getting in our education programs? These are rich topics that can be considered for Teaching Development Grant proposals, with specific plans to test and implement in classrooms across different academic fields, particularly in subjects that pertain to innovation and entrepreneurship.

7. Layman's Summary
(Describe <u>in layman's language</u> the nature, significance and value of the research project, in no more than 200 words)

Creativity is a critical attribute for problem solvers and lifelong learners. Therefore, it is often a key learning outcome of university education. However, creativity is intricately linked to many other factors. A good understanding of these factors allows us to nurture creative individuals effectively without compromising other learning outcomes. Our data suggest that to develop creative individuals who can carry out high-level moral reasoning, care needs to be taken to build their ability to take perspectives as well. Furthermore, not everyone feels empowered to consider themselves creative. Depending on the cultural context and how one perceives his/her social roles, he/she may have different ideas on how creative he/she is and how creativity can be expressed. Our project provides valuable insights into how creativity can be nurtured effectively. As we confront a world with many complex issues, it will be increasingly important to train innovators who will do good rather than do harm to humanity.

Part C: Research Output

8.   **Peer-Reviewed Journal Publication(s) Arising Directly From This Research Project**
(Please attach a copy of the publication and/or the letter of acceptance if not yet submitted in the previous progress report(s). All listed publications must acknowledge RGC's funding support by quoting the specific grant reference.)

The Latest Status of Publications				Author(s) *(denote the correspond-ing author with an asterisk*)*	Title and Journal / Book *(with the volume, pages and other necessary publishing details specified)*	Submitted to RGC *(indicate the year ending of the relevant progress report)*	Attached to this Report *(Yes or No)*	Acknowledged the Support of RGC *(Yes or No)*	Accessible from the Institutional Repository *(Yes or No)*
Year of Publication	Year of Acceptance *(For paper accepted but not yet published)*	Under Review	Under Preparation *(optional)*						
2021	N/A	N/A	N/A	Pamsy P. Hui, Warren C. K. Chiu, Elvy Pang*, John Coombes & Doreen Y. P. Tse	Seeing Through and Breaking Through: The Role of Perspective Taking in the Relationship Between Creativity and Moral Reasoning. Journal of Business Ethics, 180(1), 57-69 DOI:10.1007/s10551-021-04876-3	No	Yes (Appendix A)	Yes	Yes (Full text via ABI/INFORM Collection / Healthcare Administration Database / Political Science Database/Psychology Database/Social Science Database)

9.   **Recognized International Conference(s) In Which Paper(s) Related To This Research Project Was / Were Delivered**
(Please attach a copy of each conference abstract)

Month / Year / Place	Title	Conference Name	Submitted to RGC *(indicate the year ending of the relevant progress report)*	Attached to this Report *(Yes or No)*	Acknowledged the Support of RGC *(Yes or No)*	Accessible from the Institutional Repository *(Yes or No)*
July 2018, Osaka, Japan	A Higher Plane: The Role of Perspective Taking in the Cultivation of Ethical Innovators	SIBR Osaka Conference on Interdisciplinary Business and Economics Research	March 2019	Yes (Appendix B)	Yes	No

Month / Year / Place	Title	Conference Name	Submitted to RGC *(indicate the year ending of the relevant progress report)*	Attached to this Report *(Yes or No)*	Acknowledged the Support of RGC *(Yes or No)*	Accessible from the Institutional Repository *(Yes or No)*
August 2019, Oxford, UK.	Empowered to Feel Creative: Enablers of Creative Self-Efficacy among Working-Age Adults	The 9th Academic International Conference on Multi-Disciplinary Studies and Education	April 2021	Yes (Appendix C)	Yes	No

10. Whether Research Experience And New Knowledge Has Been Transferred / Has Contributed To Teaching And Learning
(Please elaborate)

To test the possibility of blending the training of creativity, ethics and perspective taking holistically in one subject, an undergraduate subject named "Social Innovation" was developed by a Co-I of the project team. The subject was run once in 2019 and 2020. The experience from the 2019 edition, which focused on finding solutions for our aging population, was shared at the Infusion Active Ageing Education (IAAE) International Symposium in February 2021, co-organised by HKU and PolyU. The overall experience from running this course was also shared in February 2021 at the International University Social Responsibility Summit, organized by University of Pretoria.

An MBA subject named "Business Innovation Project" was also developed by the Co-I and launched in 2020. It was an MBA elective in which MBA students form groups with scientists and inventors through the coordination of Institute for Entrepreneurship in PolyU. Teams will work together suing an empathy-based approach to commercialised technology. The experience was also shared in February 2021 at the International USR Summit mentioned above.

11. Student(s) Trained
(Please attach a copy of the title page of the thesis)

Name	Degree Registered for	Date of Registration	Date of Thesis Submission / Graduation
N/A			

12. Other Impact
(e.g. award of patents or prizes, collaboration with other research institutions, technology transfer, teaching enhancement, etc.)

In terms of teaching enhancement, findings of this research project have been incorporated in the design and development of one undergraduate subject (Social Innovation) and one postgraduate subject (Business Innovation Project), where perspective taking is introduced as a key aspect in the innovation process to bring about social good.

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13. Statistics on Research Outputs

	Peer-reviewed Journal Publications	Conference Papers	Scholarly Books, Monographs and Chapters	Patents Awarded	Other Research Outputs (please specify)	
No. of outputs arising directly from this research project	1	2			Type	No.
					Undergraduate subject	1
					Postgraduate subject	1

14. Public Access Of Completion Report
(Please specify the information, if any, that cannot be provided for public access and give the reasons.)

Information that Cannot Be Provided for Public Access	Reasons
N/A	