MBA 523: Design Thinking for Innovation

SCHOOL OF BUSINESS AND MANAGEMENT

3 Credits
Effective Date (Spring/2022)

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

Contact Information

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

Course Description

This class helps students gain insight into and apply the design thinking process to facilitate effective problem-solving and the emergence of innovative solutions. The structure of this class is consistent with that of a workshop and follows a hands-on, activity-based approach. Students learn the key phases and building blocks of the design thinking process and how these components interact with one another in a synergistic manner to promote innovation. This class includes a highly practical toolbox that equips students with a set of methods, tools, techniques, and templates that are utilized by leading organizations to ensure success within each phase of design thinking. Emphasis is placed on innovation, which is the primary purpose and dimension of design thinking. To master this concept, students learn about uncovering hidden patterns, cross-pollinating ideas, and engaging in low-risk trial-and-error processes to develop innovative solutions.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course Reading List. Access is provided through the Reading List link in your online course as well as from the library homepage ("Find Your Reading List" button).

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the Canada Bookstore, and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

After completion of this course learners will be able to:

- Demonstrate an in-depth understanding of key factors that facilitate effective problem-solving and the emergence of innovative solutions.
- Apply the design thinking process and toolbox to generate an innovative solution.
- Create a lessons-learned document for a design thinking project to enhance relevant practical knowledge by identifying and capitalizing on strengths and eliminating errors and weaknesses.
- Formulate and evolve a strong problem statement to determine a specific focus area for a design thinking team to guide the members' interactions, activities, and efforts.
- Assess the effectiveness of an alternative solution using prototyping, proper testing methods, and feedback mechanisms.

Additional Information

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- A holistic understanding of the design thinking process
- Cultural innovation
- "Understand" phase of design thinking
- "Observe" phase of design thinking
- "Define Point of View" phase of design thinking
- "Ideate" phase of design thinking
- "Prototype" phase of design thinking
- "Test" phase of design thinking
- "Reflect" phase of design thinking
- Design thinking applications and key dimensions of innovation

Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current University Catalog (https://www.cityu.edu/catalog/).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

Overview of Required Assignments	*% of Final Grade*
Team Project and Presentation: Applying the Design Thinking Framework	50%
Individual Reflection Paper	30%
Instructor Determined Assignments and Activities	20%
Total	**100%**

Course Assignments and Grading

The instructor will provide grading rubrics that will provide more detail as to how each assignment will be graded.

Team Project and Presentation: Applying the Design Thinking Framework

Students will demonstrate and apply the design thinking framework, utilizing proper tools, to create an innovative product/service for an organization. As a group, students will take the role of a consulting team for the identified organization. At the start of the course, students will:

1. Select an organization of interest and submit to the instructor for approval.
2. On approval, identify a completely new product/service that is part of an overall larger experience (e.g., an existing service, product line, or domain of operations) designed to create value for a specific, targeted set of people. Consider how this product/service could make the world a better place for the consumers (versus just more stuff to purchase and consume).

All deliverables should be thorough and professional, utilizing the design thinking framework and toolbox presented in this course. Students are encouraged to select and customize various tools for each phase of the process based on the nature of the product/service and the unique dynamics of the selected organization and its external demands.

Students can utilize the outline below to organize their discussions and analyses for each phase of the designing thinking process (note: the "Reflect" phase of design thinking is addressed in a separate assignment). There will be two checkpoints throughout the quarter for teams to submit their drafts of work in progress for certain phases of the design thinking sequence. The instructor and peers will review the drafts and provide constructive feedback. For more information on how to complete these two milestones, teams should refer to the course schedule and instructor's announcements.

- An executive summary to describe the company, its products/services and focus areas, target market, and other critical details. This section should also include the team's purpose and role.
- The "Understand" phase.
- The "Observe" phase.
- The "Define Point of View" phase.
- The "Ideate" phase.
- The "Protype" phase.
- The "Test" phase.
- Justify the output of the team's effort in terms of the value that the proposed product/service could generate for the company of interest and the targeted consumers.
- Conclusion

The final comprehensive project detailing how the team followed and completed the design thinking process (i.e., the evolution of their idea and its transformation into a product/service) will include:

1. A 15-20-page report (excluding cover page and references).
2. A minimum of 15 sources referenced and cited in APA style.
3. A 15-minute presentation (15-20 slides) covering the key phases of the project.
4. Individual evaluation forms indicating the level of individual performance in the team. This evaluation will influence the "Team Contribution" criteria of the assessment rubric.

Components	*% of Grade*
Discover (Understand and Observe)	15%
Define Point of View	10%
Design (Ideate and Prototype)	15%
Develop (Test)	10%
Deliver	20%
Technical Requirements	5%
Citations	10%
Student Team Contribution	15%
Total	**100%**

Individual Reflection Paper

For this assignment, following a debriefing meeting with the team, each student will create a lessons-learned document or report to reflect on their understanding of each key phase of the design thinking process and discuss corresponding individual and collective activities, contributions, and efforts that took place throughout the sequence. Students should shed light upon the synergy among team members with emphasis on how the group managed the required degree of congruence to deliver the outcomes; elaborate on the involvement of relevant stakeholders; share the experiences gained throughout the project and whether the acquired knowledge and skills can be applied within their current or future workplace; and analyze if the mindset that emerged from this collective effort will continue to influence some dimensions of the student's analytical and innovative thinking, decision-making, social interactions, and/or behavior.

This paper will be 4-6 pages (excluding cover page and reference page); APA writing conventions should be followed with a minimum of four (4) sources referenced and cited. It is recommended that students complete a number of the above sections throughout the quarter as they follow and implement various steps of design thinking. This approach will facilitate a more efficient management and completion of the two major assignments within this class.

Components	*% of Grade*
Depth of Reflection	40%
Evidence of Personal Growth and Development	35%
Technical Requirements	15%
Citations	10%
TOTAL	**100%**

Instructor Determined Activities (Weekly Discussions)

Whether in class, online, or in a mixed mode setting, students will be graded on their participation in classroom discussions; their ability to present, explain, or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of business management. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form, APA style, and professional presentation. The instructor may also choose to create additional activities to support learning in the classroom or online.

Components	% of Grade
Quality of Responses	40%
Quantity of Responses	40%
Timeliness	20%
TOTAL	**100%**

Course Policies

Late Assignments

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises coordinate with the instructor prior to the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

Participation

Class participation will be evaluated during class. Participation includes being prepared for class discussions and contributing meaningful content when appropriate. It also includes individual effort contributed to the team project.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We

value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. CityU will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit https://my.cityu.edu/titleix or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at https://www.cityu.edu/discover-cityu/about-cityu/ under the Policies section or at https://www.cityuniversity.ca/about/.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a

5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. You are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled *Scholastic Honesty* under *Student Rights & Responsibilities*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if s/he is present at any time during the class session. For online classes, a student has attended if s/he has posted or submitted an assignment. A complete copy of this policy can be found in the University Catalog in the section titled *Attendance Policy for Mixed Mode, Online and Correspondence Courses.*

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at *disability@cityu.edu* or 206.239.4752 or visit the Disability Support Services page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the Ask a Librarian service, or access library resources and services online, 24 hours a day, seven days a week.

Smarthinking

As a CityU student, you have access to 10 free hours of online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.eduto request your user name and password.