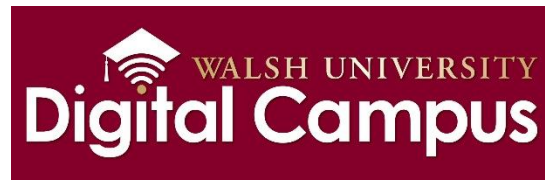


BUS 383

Creativity and Design Thinking

Fall A 2020

3 Hours



INSTRUCTOR INFORMATION

Instructor: Dr. Branko Bucar

Email: bbucar@walsh.edu

Virtual Office Hours: Tuesdays from 5 to 6 pm and by appointment

COURSE DESCRIPTION

In this course, students develop innovative solutions to a wide range of organizational challenges. Attention is devoted to the need for creative approaches to opportunity identification and business concept formulation when developing new products, services, and processes. Students will also examine the design thinking process, and practice its facilitation. An emphasis is placed on critical tools and methods involved in enabling creativity and design thinking within organizational and business settings.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOS)

A graduate of the DeVille School of Business will:

- PSLO 1: Communicate effectively.
- PSLO 2: Think critically and solve problems supporting their decision with appropriate analytical and quantitative techniques.
- PSLO 3: Demonstrate effective decision making that incorporates the tenets of ethics and cultural awareness.
- PSLO 4: Demonstrate the personal and professional knowledge, skills and cross-cultural competencies to function effectively in a global environment.
- PSLO 5: Demonstrate leadership in service to others.
- PSLO 6: Demonstrate specific competencies in a specialized area of business.

COURSE STUDENT LEARNING OUTCOMES (CSLOS)

Upon completion of this course, students will be able to:

- Derive their own understanding of creativity and design thinking as it applies to business settings.
- Incorporate creative problem solving with their existing analytical problem-solving skills.
- Facilitate design thinking processes in business and organizational settings.
- Demonstrate stronger innovation skills and the ability to enhance them in others.

REQUIRED COURSE MATERIALS

Newman, J. (2013). *Introducing business creativity: A practical guide*. Icon Books Ltd. ISBN: 978-184831-424-5.

Hall, R. (2010). *Brilliant business creativity: What the best creatives know, do and say*. Pearson UK. ISBN: 978-027374-510-5.

Institute of Design at Stanford (2018). **Design Thinking Bootleg**

<https://static1.squarespace.com/static/57c6b79629687fde090a0fdd/t/58890239db29d6cc6c3338f7/1485374014340/METHODCARDS-v3-slim.pdf>

Additional Readings, Handouts and Resources: Students are responsible for all material discussed and assigned in class throughout the semester.

STUDENT REQUIREMENTS AND EXPECTATIONS

Attendance/Course Participation

It is an expectation in this course that all students complete the readings and other assignments, and actively contribute to all discussion topics. Many of the course activities are built upon collaborative learning and rely on the input and feedback of others. Because of the nature of online course work, late or missing activities may have a negative impact on the overall student learning and course performance.

Participation in this course is taken to mean sharing of self with others with respect to thoughts and feelings as well as engaging actively in the exercises and experiences that are a part of the teaching-learning design. There is also the expectation that contributions made should reflect a growing understanding of course topic(s). Students are required to reflect informed and articulate answers and thoughts based on careful readings and completion of assigned activities and materials.

We will on occasion meet via Zoom video and record our interactions and presentations. These videos can only be used among our course participants and shouldn't be shared outside of Walsh community.

Discussion Forum Participation

Participation in discussion forums is critical for maximizing students' learning experiences and is required for the online delivery of this course. Each student is required to be part of an online community who interact, through discussion, to enhance and support the professional development of the group.

Active participation in discussion topics is defined as making at least one (1) original posting per week for each discussion topic and at least two (2) responses to colleagues' postings. This will result in a minimum total of three (3) postings each week, per topic.

NOTE: Your original post will be due each week by Wednesday at 11:55 p.m. and all subsequent posts will be due by Sunday at 11:55 p.m.

The course discussion rubric provides specific guidelines on how discussion contributions will be graded and what is considered a substantive response. Some characteristics that are considered to be a part of excellent discussion contributions are outlined below. The instructor will consider these characteristics when assessing students' quality and level of participation.

- Each student should submit his/her initial post(s) early in the session and your subsequent responses to the posts of other learners at timely intervals within the duration of the session. Keep in mind the goal is to have a dynamic discussion that lasts throughout the entire session.
- Posts and responses should be thorough, thoughtful and properly posted BEFORE the due dates for the week. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support statements with examples, experiences, or references. However, students are encouraged to be brief – try to keep each post and response to one or two short paragraphs. Keep in mind that fellow students will be reading and responding too.
- Make certain to address the discussion prompt(s). This does not mean one should not extend the topic, but do not stray from the topic.

- Discussions occur when there is dialogue. Build upon the posts and responses of other learners to create discussion threads. Revisit the discussion forum and respond (if necessary) to what other learners have posted to initial responses.
- When relevant, add to the discussion by including prior knowledge, work experiences, references, websites, resources, etc. (giving credit when appropriate).
- Contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.

Writing Policy

A minimum of twenty-five (25%) percent of the grade on ALL written assignments is based on the writing skills evidenced in the writing assignment. Those skills are evaluated using the written report evaluation (DSOB Writing Rubric) available from the School of Business.

A student scoring lower than 16.5/24 on the DSOB Writing Rubric will not have their work graded for quality, and the student will be required to remediate his/her work by getting writing tutoring provided by the Academic Support Center at Walsh University which is available in person or by electronic means.

A specific plan of action may be determined by the course instructor in consultation with the Academic Support Center. A specific plan of action may include, but is not limited to; requiring a student to attend writing tutoring sessions prior to each subsequent assignment in the course; requiring students to submit multiple drafts of a paper; and/or requiring a student to attend multiple writing tutor sessions. Any assignment that is remediated will be graded for content quality upon resubmission, however in fairness to those who submit acceptable work when it is due, the written quality grade will remain as it was upon first submission.

Format:

Term Papers: Term papers submitted for School of Business courses will conform to APA writing guidelines. The format is published in the Manual of the American Psychological Association (current edition) and it also is available at the *Purdue Online Writing Lab*. I've posted the APA related materials to the ECN/Resources as well.

Citations:

All sources used for term papers and projects submitted for DeVille School of Business courses will be properly cited and conform to APA writing guidelines. The format is published in the *Publication Manual of the American Psychological Association*, current edition.

Learning Assessments

In this interactive course, learning is assessed through a variety of activities; mainly through participation in discussion boards and team projects, which combined make up 85% of the total grade. Short individual essays make up the remaining 15%. Please review instructions for each activity, the discussion board rubric, and study the writing policy in order to succeed

GRADING METHODOLOGY AND POLICIES

Final course grade will be based on graded assignments, interactive participation, and demonstration of ethical and professional clinical conduct in all learning activities. Course assignments will be weighted as follows:

Category	Points (%)
Discussion Activities	450 (45%)
Short Essay Series	150 (15%)
Design Thinking Team Project Milestone Reports	150 (15%)
Design Thinking Team Project Final Presentation	100 (15%)
Design Thinking Team Project Final Report	150 (15%)
TOTAL:	1000 (100%)

A grade will be assigned based upon achievement of points within one of the following ranges:

Letter Grade	Percentage
A	93% – 100%
A -	90% – 92%
B+	87% – 89%
B	83% – 86%
B-	80% – 82%
C+	77% – 79%
C	73% – 76%
C-	70% – 72%
D+	67% – 69%
D	63% – 66%
D-	60% – 62%
F	Below 60%

Late Assignments

All assignments are due by 11:55 PM ET on the day indicated on the assignment. No late submissions accepted, except for Design Thinking Team Project Milestone Reports in weeks 5, 6, and 7. These 3 progress reports may be submitted within 2 days after their specified due dates. However, there will be 10 points deduction.

Grade Appeal

Refer to the Walsh University Catalog for the specific policy.

COURSE POLICIES

Notes Regarding Assignments and Workload

The highly accelerated pace requires students to take a great deal of responsibility for their own learning outcomes. Students are expected to actively participate in discussions, and students are expected to do a minimum of 15 to 20 hours per week of study, homework assignments, and/or projects.

UNIVERSITY AND DEPARTMENTAL POLICIES

Academic Integrity

The Walsh Digital Campus subscribes to the Academic Integrity Policy as published in the Walsh University Catalog ("Academic Integrity Policies & Procedures" section). If a student engages in academic dishonesty – as defined by the policy – the penalties may include an "F" for the assignment, an "F" for the course, and/or submission of the student's (or group's) name to the University for further action. The instructor will follow procedures set forth in handling issues of alleged violations. The student should become familiar with these policies, procedures, etc.

The DeVille School of Business subscribes to the Academic Honesty Policy published in the most recent edition of the *Walsh University Catalog*. Appropriate source documentation must be supplied for all quoted and/or referenced materials. If any student has specific questions about proper citations, quotations, etc., please contact the instructor.

Plagiarism is a serious offense against academic integrity and honesty. It entails benefiting directly from someone else's ideas without giving due credit and is the unacknowledged use of someone else's published or unpublished writing or ideas. There are many kinds of plagiarism:

- Handling in a paper written by someone else
- Copying directly from sources without using quotation marks
- Using someone else's sequence of ideas, arrangement of material, or pattern of thought
- Inadequately paraphrasing a source by changing only slightly the author's word choice and sentence structure, instead of completely rephrasing the ideas/ideas in your own words

- e.) Plagiarizing your own work by handing in a paper you have already submitted in one course as an original work for another course (this is generally not acceptable without the full knowledge and consent of all faculty members involved.)
- f.) Failing to document a direct quote, a paraphrase, a summary or a chart or graph, both in the body of the paper (and in-text citation) and in the "References" or "Works Cited"

Accessibility Services for Students with Disabilities

A concerted effort has been made to ensure all instructor-provided materials are closed captioned and/or transcripts are provided, and that alternate versions of media-based activities are available. The majority of third-party provided videos, such as those selected from YouTube, are automatically closed captioned. However, for videos that are not, we recommend that you contact the office of Accessibility Services.

Walsh University is committed to fostering an institutional climate in which qualified students with disabilities have full access to the academic environment. It is our practice to create an inclusive and accessible learning environment consistent with federal law.

If you feel that you may need an accommodation based on the impact of a disability or temporary medical condition, please contact Meredith Sodik, the Director of Academic Support Services, at 330-490-7529 or msodik@walsh.edu. Accessibility Services will confidentially discuss your needs, review your documentation, and determine your eligibility for reasonable accommodations. Please know that it is the student's responsibility to request and coordinate accommodations. Although students may contact Accessibility Services at any point throughout the semester, it is ideal for a student's accommodations to be arranged and communicated as early as possible because accommodations are not retroactive.

DeVile School of Business Code of Conduct

The mission of the DSoB is to "prepare our graduates to be leaders in service to others through a relevant, global, and integrated business curriculum within a Catholic, practitioner-oriented teaching institution." The DSoB expects everyone to conduct themselves in a manner commensurate with the highest of professional standards. We represent the DSoB in a variety of different capacities, both in and out of the classroom, including class attendance, involvement in student organizations, field trips, and events on and off campus. In those capacities, our conduct will reflect the following behaviors and characteristics when representing the DSoB:

Service	Advance a culture of leadership in service to others.
Courtesy & Mutual Respect	Treat students, faculty, staff, and others with courtesy and mutual respect, while refraining from disruptive behavior.
Honesty	Act honestly, morally, and ethically in upholding the highest professional standards for learning, research, and writing.
Integrity	Safeguard academic freedom, be receptive of diverse perspectives, uphold the DSoB code of ethics, and engage in civil discourse in the pursuit of education, enrichment, and personal and professional development.
Engagement	Be attentive and actively engaged in class and at events.
Professionalism	Act professionally and, when appropriate, dress professionally reflecting that of the work environment.
Timeliness	Arrive on time to class and events.
Diversity	Respect the diversity of individuals, ideas, cultures, strengths, and experiences and the value it adds to the DSoB.

Faculty, staff, and students may confidentially refer any conduct that negatively impacts the normal pursuit of academic, administrative, or extracurricular activities, or that violates any University policies or rules while representing the DSoB, to the Dean of the DSoB to determine if further action is required.

University Administrative Withdrawal Policy

After one written warning to the student, and with appropriate notice of such a practice in the syllabus, an instructor may administratively withdraw a student from a course after unexcused non-attendance in an on-ground course, or unexcused non-participation in an online course, in at least 20% of the specific course schedule per the following schedule:

- 3-5 week course – after one week
- 8 week course – after two weeks
- 15 week course – after three weeks

The student must receive one written warning from the instructor to the student's Walsh University email address. Administrative withdrawals will not be permitted after the last day to withdraw from the term (per appropriate term of the Academic calendar) without permission of the Associate Vice President and Dean of Academic Administration and Department Chair of the program. Refer to the academic calendar for specific dates. A student who is administratively withdrawn from a class will receive a final grade of W (withdrawal).

E-Learning Modality Considerations

Any student who fails to participate during the first week must contact the instructor as soon as possible. If a student fails to participate for consecutive or non-consecutive weeks as defined by the schedule above, the student may be administratively withdrawn from the class by the instructor per the above Administrative Withdrawal policy.

STUDENT SUCCESS SUPPORT

Sarah Shaffer
Student Support Manager
Phone: 330-490-7346
Email: sshaffer@walsh.edu

TECHNICAL SUPPORT

Walsh University Help Desk
Phone: 330-244-4357
Email: helpdesk@walsh.edu

COURSE ORGANIZATION AND TEACHING STRATEGIES

This course is organized in alignment with Walsh University's online course template. Each lesson contains an overview and outcomes, readings and related materials, learning activities and assessments, as well as supplemental resources. The schedule below is tentative; all assignments, projects, grades, and due dates are subject to change through the course of the semester as needed at the instructor's discretion. The course instructor reserves the right to amend the course syllabus at any point during the semester. Every effort will be made to notify students of any material changes to the syllabus.

Weekly Topic(s)	Deliverables	Due Date
Week 1: Creativity in Business: Theoretical Introduction	Creativity Warm Up 1.1 Introduce yourself! Creativity Warm Up 1.2 What is creativity? Creativity Warm Up 1.3 How creativity works Creativity Warm Up 1.4 Dimensions of creative thinking Creativity Warm Up 1.5 Creativity in business Creativity Warm Up 1.6 Wrap-Up	Day 2 Day 3 Day 7 Day 3 Day 7 Day 7
Week 2: Creativity in Business: Practical Application	Creativity Drill 2.1 My three favorite creativity methods Creativity Drill 2.2 Building creative confidence Creativity Drill 2.3 Learning from failure, growing mindset! Creativity Drill 2.4 Measuring and evaluating creativity	Day 3 Day 3 Day 5 Day 5
Week 3: Creative Problem-Solving Process & Skills	Creativity in Practice 3.1 Your creativity score & team sign up Creativity in Practice 3.2 Enabling individual creativity in the workplace Creativity in Practice 3.3 Applying Thinking Methods to our everyday problems	Day 1 Day 3 Day 7
Week 4: Design Thinking: A Conceptual Introduction	Reflection Assignment 4.1 First thoughts on Design Thinking Research Activity 4.2 Exploring Design Thinking application in business Design Thinking Team Project Milestone 4.1 Problem selection	Day 7 Day 7 Day 5
Week 5: Design Thinking Skills: Empathize	Assignment 5.1 How Empathy should work Design Thinking Team Project Milestone 5.1 Empathy	Day 7 Day 7
Week 6: Design Thinking Skills: Define	Discussion 6.1 Design Thinking in practice Design Thinking Team Project Milestone 6.1 Define	Day 3 Day 7
Week 7: Design Thinking Skills: Ideate	Discussion 7.1 Design Thinking for change Discussion 7.2 The Ideate challenge Design Thinking Team Project Milestone 7.1 Ideate	Day 3 Day 5 Day 7

Weekly Topic(s)	Deliverables	Due Date
Week 8: Design Thinking Skills: Prototype & Testing	Discussion 8.1 Prototype Development Discussion 8.2 Testing Design Thinking Team Project Presentation Design Thinking Team Project Final Report	Day 3 Day 5 Day 5 Day 7

APPENDICES

Discussion Rubric

Criterion	Below Average	Average	Very Good	Excellent	Score*
Quality of Information in Posting	Posting simply restates the main concept.	Postings consistently focus on the week's topic, but do not relate the underlying concepts in the readings to the discussion. No details and/or examples are given.	Postings consistently focus on the week's topic and relate the underlying concepts in the readings to the discussion. Provides at least 1 supporting detail or example.	Postings consistently focus on the week's topic and relate the underlying concepts in the readings to the discussion. Comments including several supporting and details and/or examples.	
Citations and Resource Development	Never cites sources and /or does not provide information regarding outside resources related to the topic.	Rarely cites sources or provides information regarding outside resources related to the topic.	Occasionally cites sources or provides information regarding outside resources related to the topic.	Consistently cites sources used to develop posting and provides information regarding outside resources related to the topic.	
Critical Thinking	Does not identify and summarize the problem, is confused or identifies a different or inappropriate problem	Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem	Identifies not only the basics of the issue, but recognizes nuances of the issue	Provides exemplary insights, engages other opposing postings, and draws support from experience and information not available from assigned sources	
Participation	A post own comments but does not interact with others in the online community.	Rarely interacts or responds to other members of the online community other than required responses.	Occasionally responds to other members of the online community over the required minimum number of postings.	Consistently encourages and facilitates interaction among members of the online community on an ongoing basis over the required minimum number of postings.	
Total Score: (May be recorded in decimals or fractions)					

Writing Rubric

Criterion	Not Acceptable	Needs Improvement	Satisfactory	Exemplary	Score*
Organization & Coherence	Unorganized and incoherent.	The paper is weak in organization and/or coherence. The reader cannot identify a line of reasoning.	The paper is generally organized and coherent. The reader can mostly follow the line of reasoning.	The paper is well organized and coherent throughout. The reader can follow the line of reasoning.	
Professional Tone/Voice	Tone and voice are inappropriate throughout.	Frequent lapses in tone and voice. The writing does not engage the reader.	Tone and voice are generally appropriate with only minor lapses.	Tone and voice are professional and consistently appropriate throughout.	
Presentation of Ideas	Lacking in flow of thoughts and ideas.	Minimal flow of thoughts and ideas.	Flow of thoughts and ideas is generally consistent.	Flow of thoughts and ideas is consistent throughout.	
Word Choice	Word choice is confusing, unclear and/or inappropriate.	Word choice is poor and/or inappropriate.	Word choice is generally clear, concise and appropriate.	Word choice is accurate, clear, concise and appropriate throughout.	
Sentence Structure	Sentences are fragmented and incomplete.	Several sentences are constructed incorrectly.	Most sentences are well phrased, clear and varied.	Sentences are well phrased, clear and varied throughout.	
Grammar & Spelling	No attention given to grammar and spelling.	Errors are frequent and distracting.	Minor errors are apparent but do not detract from or obscure meaning.	Writing is error free throughout.	
Punctuation & Capitalization	No attention given to punctuation and capitalization.	Errors are frequent and distracting.	Minor errors are apparent but do not detract from or obscure meaning.	Writing is error free throughout.	
Format (Length, Report, Essay, APA)	No apparent format.	Inappropriate format and/or frequent inconsistency in application.	Writing is error free throughout. Appropriate format but with minor inconsistencies in application.	Appropriate format consistently applied and artifact within assigned page length.	
Total Score: (May be recorded in decimals or fractions)					

Oral Presentation Rubric

Criterion	Not Acceptable	Needs Improvement	Satisfactory	Exemplary	Score*
Organization & Coherence	Unorganized and incoherent.	The presentation is weak in organization and/or coherence. The audience cannot identify a line of reasoning.	The presentation is generally organized and coherent. The audience can mostly follow the line of reasoning.	The presentation is well organized and coherent throughout. The audience can follow the line of reasoning.	
Flow (smooth transitions from point to point & slide to slide, where applicable)	Fragmented.	With few exceptions, flow is generally disjointed.	Flow supports delivery of the message.	Flow is supportive and seamless.	
Non-Verbal (eye contact, gestures, movement, posture)	Lacking in all attributes.	Needs Improvement: eye contact, gestures, movement, posture.	Generally acceptable in all areas with minor lapses.	Exceptional in all areas.	
Verbal Crutches (use of ah, um, uh, you know, etc.)	Inarticulate.	Frequent use of verbal crutches.	Generally fluent with minor lapses.	Fluent throughout.	
Appearance	No attention to appearance.	Inappropriate appearance.	Generally professional in appearance.	Professional appearance.	
Demeanor (Professional conduct)	No attention to demeanor.	Inappropriate demeanor.	Generally professional in demeanor.	Professional demeanor. Exudes confidence and poise throughout.	
Length	> +/- 2 minutes	+/- 2 minutes	+/- 1 minute	Used allotted time.	
Visual Appeal/Satisfaction (originality, creativity, charts, graphs)	Ineffective or inappropriate.	Lacks variety, originality, boring. Graphics do not support the message.	Supports the message and engages audience but does little to enhance the presentation.	Exceptional in originality and/or creativity. Graphics enhance and reinforce the message.	
Total Score: Points can be decimals					