Course Syllabus

Creating the Future Through Systemic Thinking and Design

Faculty

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Required Course Text


Reference Texts (For reference only, purchase not required)


Required Readings

- Shaping the future through dream and design. Suarez (2013) TEDx Talk at Marymount Loyola
http://www.youtube.com/watch?v=w2tho2_wLBE

NOTE: Additional readings referenced in the syllabus will be posted in ELMS or may be provided in class.

Pre-requisites: General understanding of project management and team building skills and concepts would be ideal but it is not essential.
Course Description
The approach in this course is aimed at enhancing the overall understanding and application of design thinking strategy and methods to positively influence the development of pragmatic, yet innovative product and service ideas. Through the application of interactive idealized design; problem dissolution methods; the use of non-linear thinking tools, out-of-the-box-thinking, design prototyping and strategic exploration tools; and the insightful application of systemic thinking, students will explore and experience how breakthrough ideas require that we “break-with” current patterns of thinking and embrace design as means to new value creation. This course will highlight the importance of utilizing design thinking strategies and methods within a holistic, multidisciplinary and collaborative perspective, one that recognizes a balance between efficiency, and effectiveness; between planning and action; risks and rewards; necessity and utility; and between short-term and long-term implications. This approach is not only relevant; it is essential to teams and individuals seeking to positively influence the future, create competitive ideas and introduce them in the marketplace.

1. Learning outcomes - Upon completion of this course, student teams and individual participants are expected to: (Required learning outcomes)

   (1) Apply design thinking frameworks to articulate a project question aimed at solving or “dissolving” a real life problem or creating and pursuing an innovative idea from imagination to prototyping/creation (Design thinking and problem formulation).
   (2) Evaluate the potential of a design or solution through analytical and synthetic thinking approaches (Iterative feedback).
   (3) Synthesize the physical, logical, and emotional design domains required for conducting a holistic evaluation of the potential success of their project (Critical evaluation).
   (4) Communicate effectively in oral and written format the output of their thinking (idea), and generate interest and support for the adoption or implementation of the idea (Present to outside stakeholders and perform project).
   (5) Collaborate within a multidisciplinary context and leverage the diversity of perspectives and differences to build robust solutions (Collaboration and incorporation of different viewpoints).
   (6) Synthesize unconventional ideas and points of view to uncover new solutions or pathways to the future (Reach/innovate unconventional solutions).

Course Objectives
Upon completion of the course, students should be able to recognize:

- Why it is imperative to proactively activate and influence the future
- The challenges associated with shaping the future
- The role of interactive planning in creating the future
- The implications of design thinking to management
- The role of vision, imagination, and contemplation in the process of design
- Why innovators should think about the future but take action in the present

Upon completion of the course, student teams are expected to:

- Leverage the power of human-centered prototyping
- Translate insight into action and need into demand
- Apply design thinking to engage in “problem-formulation” “problem-solving” and “problem-dissolution”
- Listen and learn from the past without letting it frame their future
- Apply design thinking to uncover innovative pathways to the future
• Leverage empathic observation to create breakthrough design
• Bring about innovative solutions to stubborn problems
• Embrace design thinking to exploit opportunities and create a new value curve

Expectations
Each student in the class is expected to:

• Immerse him/herself in the reflection activities
• Contribute to the in-class discussion with your observations/insights
• Take team processes seriously
• Balance workload and participation effectively during team exercises
• Identify and respect your team’s expectations of you as a team member
• Complete the assigned readings prior to class
• Commit to be punctual, focused and prepared for each class
• Adhere to the highest ethical and professional standards

Course Evaluation
Your grade in this course is based on team and individual components. The larger share goes to the final course project, which requires the integration of design thinking methodologies; the application of a strategic exploration tool, and the implementation of Idealized Design strategies. This comprehensive project requires team effort to complete the team deliverables (i.e., Implications Wheel report, Strategy Canvas, Final Paper and Final Presentation). It is critical that you work effectively as a team to bring your project to a successful completion. A peer evaluation will be used when evaluating the team project as well as the input from a panel of design thinkers that will offer feedback to each team.

The second component assesses your individual mastery of the material covered in the course, as measured by a midterm learning inventory, your individual journal, individual proposal, individual reflection (i.e., Miracle, Mobility 2088, and Win-As-Much-As-You-Can activity) and general class participation throughout the semester.

Team Project: The team project grades are computed based on the proposal presentation, the final presentation and final project report and Peer Ratings (See the course grading policy scale for total point values).

Your individual grade on the team project will be calculated based on your team grade and by an evaluation of your team participation by your fellow team members. Peer evaluations will be confidential (seen only by the instructor). You will assess each team member based on the following criteria:

• Participation in team meetings: Did the team member participate actively in team meetings and seem prepared?
• Fair workload: Did the team member take on his/her share of the overall workload?
• Quality of work: Was the quality of the team member’s work high, adequate, or inadequate (required re-working by another team member).
• Team interaction skills: Did the team member interact effectively with other members of the team? Did the member handle conflicts constructively? Did the member communicate effectively with other team members?

Final Team Paper—Format
Make sure that if you use resource material from journals, internet, company materials, etc. that you cite this material. You also must attach a copy of any major articles used in your research. An example of a format for the paper is given below.

- **Title and Team Members**
- **Table of Contents**
- **Nature and Scope of the Project**
- **Idea** – brief review of the aim you were pursuing and which outcomes you focused on attaining
- **Methodology** (integration of design thinking, deep dive, I-W Tool, research, surveys, etc.)
- **Background** (1 to 2 pages). Brief review of the evolution of the project idea.
- **Strengths** (≈ 3 pages). How each member became interested and what perspective did they contribute.
- **Idealized Design** (≈ 2 pages)(Description of your ideal features in a cohesive/integrated whole).
- **I-W Pathways** (≈ 2 pages)(Description of meaningful pathways; bridges and strategies).
- **Challenges** (≈ 2 pages). Current challenges for implementation
- **Recommendations** (≈ 3 pages). Description of specific strategies and problem dissolution initiatives you have for addressing the challenges or obstructions. Recommendations should link to topics, tools, and methods addressed in class.
- **Team Reflections and Lessons Learned** (≈ 3 pages). This section should include lessons learned from the I-W experience and from the execution of the team project (i.e., what you have learned in terms of designing, developing, and pursuing your team aim). Your write-up for this part should be a reflection based upon a team discussion of these issues. Everyone should be involved in writing this part.
- **References.** You should use footnotes to cite all of the references you have used throughout the paper. In addition, you may (if desired) provide a section entitled “Additional Reading” at the end of the paper to indicate other relevant reading materials. You are required to use the citation guidelines of the APA (*see citation guide examples below)*
- **Appendices.** Appendices always add to the depth of a paper. Provide samples of any designs created and place in the appendix.

**Citation Guide Examples**

Use APA style guidelines to cite reference materials on all your written deliverables, when applicable.

**Academic Articles:**

**Magazines and Newspapers:**
Final Team Presentation

Team final presentations will capture their entire project, including (1) a thorough assessment of the evolution of the project i.e., flash of insight, articulation of an aspirational vision, aim of the project, purpose, values and (2) integration of the C-D-D-C cycle, application of Deep Dive, problem dissolution, interactive planning, strategy canvas and implications wheel. The presentation should describe how the team they conducted their research, how they applied design thinking and a summary of their two to three critical action steps to pursue the implementation of their idea if they were to move forward with it.

Teams will have fifteen minutes to make their presentation, and three minutes for Q&A. Presentations will be timed and time management will be part of the grading criteria. Teams are encouraged to use slides, mockups, short videos, charts and any other instructional aids. Teams will be judged on content, integration of class concepts, internal consistency and flow, technical rigor, value added, innovation and creativity (What makes the idea audacious, unique?) time management, visual display of information, capacity to engage the audience, effectiveness answering questions, as well as general presentation skills.

Teams should upload their slides and/or Prezi link ahead of time on the day of their presentation. A panel of design thinkers will be invited to assess the presentations and offer feedback to the teams.

The following general criteria will be used in the individual and team presentation evaluations:

- **Clarity and Organization**: Is the content is easy to understand and the logic easy to follow? Were the design thinking tools and methods applied effectively?

- **Visual display of information**: Have visual aids been used effectively to support the presentation content?

- **Writing Quality**: Is the content free of major grammatical errors and misspellings? (A one-page proposal is required for the individual presentation).

- **Creativity**: Is the project and the presentation creative, original, innovative, relevant, insightful, connected to an overarching aim.

- **Oral presentation**: Do the presenters speak clearly, maintain good eye contact?

- Do the facial expressions and body language of the presenters generate a strong interest and enthusiasm, passion, commitment about the topic?

**Individual Reflection (Journal) Sample guiding questions and approaches**

- These are examples of questions that you may use to guide your individual reflection. The aim of this exercise is to help you connect with things that you truly value and care about so that we can build a project around those issues. Do not limit your reflection to these questions only. What
are you inspired by?, Who inspires you the most?, What kind of people do you like to be surrounded by? Why?, What makes you productive?, What makes you feel that time is flying by?, What activities do you enjoy the most? What kind of work would you do for free? Do you feel chronically tired at the end of the day? What issues or causes are you most moved by? What problem, challenge or opportunity would you like to see solved or would like to pursue? What would you like to create? What impact would you like to have on others?

- You can also take the approach of trying to complete sentences like: Wouldn't it be nice if... I wonder if... It would be audacious to... I am most energized when..., I am passionate about..., I derive joy from..., I am most proud of..., I wish I could..., Someday I would like to..., I value..., A third alternative is to follow the “thoughtless acts” approach. The thoughtless acts approach was developed by Jane Fulton Suri from Ideo. This refers to the “intuitive ways in which we adapt, exploit, and react to the things in our environment; things we do without really thinking.” I will cover more of this in class.

- Your journal can contain a combination of any of these approaches. Keep in perspective that how you reflect is not as important as the fact that you are making time for reflection. The key of this activity is to help you develop the habit of seeking inspiration and ideas from our interaction with our natural “containing systems.” It is expected that your reflections are guided also by class discussion and reading assignments. Making connections with the assigned readings will help assess your integration of the material covered.

- There is no page limit for the journal. I’m not looking merely for the volume of the entries but for the meaningful and insightful reflection. Each entry in the journal should have a date and time.

Class Participation and Individual Assignments

Several reading assignments will be given during the semester. Their main objective is to reinforce class discussion and enable you to stay current with the topics covered.

Class participation is an essential component of this course, especially in reading and video discussions and debriefing class activities. Preparation for class is essential, as is voicing your views and insights on the material covered. Without class participation, the activities and exercises have less meaning and you cannot fully develop your design thinking skills and your strategic exploration.

Thoughtful participation is key. The other essential component is respect for your classmates, the TA, the guest speakers and instructor; disrespectful behavior will result in negative points for the session. Participation is a matter of degree, so in order to help bring some granularity to this subjective process, I will use a scale from + 5 to -5 to grade your engagement. Please see the scale below.

Participation Scale

5 points: Student answers questions, makes comments, or asks questions that demonstrate he or she has prepared thoroughly or is genuinely interested. Student listens respectfully to other students’ contributions and builds off of their ideas. Student stays on topic and holds off-topic comments and thoughts for another time. Student comes prepared for class with materials available either on paper or digitally. Student does not demonstrate any disengagement behaviors (surfing the web, Facebook, texting, or sleeping) during the case discussion.
4 points: Student answers questions, asks questions, or make comments that demonstrate he or she has read the material, completed all team assignments or watched the videos. Student may go off-topic occasionally in comments or questions. Student listens respectfully to other students’ contributions and builds off of their ideas. Student comes prepared for class with materials available either on paper or digitally. Student does not demonstrate any disengagement behaviors (surfing the web, Facebook, texting, or sleeping) during the case discussion.

3 points: Student participates in discussion/activities once or twice, but does not fully engage with the discussion and/or student continually goes off topic with his/her questions and comments. Student listens respectfully to other students’ contributions and builds off of their ideas. Student comes prepared for class with materials available either on paper or digitally. Student does not demonstrate any disengagement behaviors (surfing the web, Facebook, texting, or sleeping) during the case discussion.

2 points: Student participates in discussion/activities at least once, but does not fully engage with the discussion and/or any comments made are off-topic. Student listens respectfully to other students’ contributions. Student comes prepared for class with materials available either on paper or digitally. Student does not demonstrate any disengagement behaviors (surfing the web, Facebook, texting, or sleeping) during the case discussion.

1 point: Student does not participate in discussion/activities. Student listens respectfully to other students’ contributions. Student comes prepared for class with materials available either on paper or digitally. Student does not demonstrate any disengagement behaviors (surfing the web, Facebook, texting, or sleeping) during the case discussion.

0 points: Student does not participate in discussion and demonstrates behaviors that demonstrate disengagement, such as surfing the web, Facebook, texting, or sleeping.

-1 point to -5 points: Student does not listen respectfully to other student's contributions, leaves while another student is speaking, or is openly disrespectful to another student during class. Amount of points deducted depends on the degree of disrespect shown to fellow students.

Essays and Reflections

All individual essays and reflections must be posted in Canvas

1. Miracle essay: Watch the movie Miracle and compare the movie to the implications of systems thinking to management covered in class (see slides). Describe scenes of the movie where these principles are illustrated and discuss the impact that these implications have on performance and collaboration. Your essay should not exceed 2 pages; ideal length is one page; Times Roman; 1.5 spacing; one-inch margins header and footer.

2. Mobility 2088: Inspired by the video clip presented in class as well as class discussion: 1. Identify a real life challenge that your team or field of study should address in order to bring about new competitive advantage or fundamentally create new value through design thinking; 2. Articulate the “paradigm shift question.” (Pulling the future); 3 Describe the barriers, e.g., attitudes, behaviors, protocols, tradition, or political forces inhibiting progress; 4 Explain how would you go about to initiate the strategic exploration of this opportunity (e.g., steps, persuasive argument or implications of action versus inaction. Your essay should not exceed 2 pages; ideal length is one page; Times Roman; 1.5 spacing; one-inch margins header and footer.

3. WAMAYC: Questions that will guide this essay are posted in the PowerPoint slides in session 19, “Win-as-much-as-YOU-can exercise.” Your essay should not exceed 2 pages; ideal length is one page; Times Roman; 1.5 spacing; one-inch margins header and footer.
Individual Peer Reviews 10 points

Team members will complete a peer review online after the final presentations for the course. The peer review will allow the team members to voice their opinions on the contributions of various team members during the course of the seven weeks. An excel template will be provided under “Assignments” on ELMS for team members to complete their evaluations online. If a team member does not complete their peer review, they will receive 0 points for this assignment.

Presentation Evaluations 5 points

During team presentations, fellow students are an important gauge of their peer’s success. Using the same rubric the instructor will use to grade the final presentations, students will rate each of the class presentations and submit their evaluations at the end of class.

Components of the Score: The total score for the course consists of the following weights

- Acknowledging having read the syllabus 5 Points (Read by the 2nd day of class)
- Individual project idea presented and posted 20 Points (Individual grade)
- Miracle essay 20 Points (Individual grade)
- Mobility 2088 reflection 20 Points (Individual grade)
- WAMAYC reflection 20 Points (Individual grade)
- Flash of insight Journal 20 Points (Individual grade)
- Strategy Canvas /benchmarking differentiation 20 Points (Team grade)
- Mid-term inventory 50 Points (Individual grade)
- Team project status presentation 10 Points (Team grade)
- I-W Center, Implications, and Scoring 80 Points (Team grade)
- Team Final presentation 100 Points (Team grade)
- Team Final paper 100 Points (Team grade)
- Peer reviews 10 Points (Individual grade)
- Peer evaluations (team final presentations) 5 Points (Individual grade)
- General participation 20 Points (Individual grade)

TOTAL 500 Points

Course Grading Scale
Final grades will be based on a total points earned in the course. Specifically, the breakdown for final grading is:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>490-500</td>
<td>A+</td>
</tr>
<tr>
<td>461-489</td>
<td>A</td>
</tr>
<tr>
<td>450-460</td>
<td>A-</td>
</tr>
<tr>
<td>440-449</td>
<td>B+</td>
</tr>
</tbody>
</table>
These guidelines aim to help maintain high academic rigor and to manage student expectations regarding course grading.

**ON EACH EXAM OR ASSIGNMENT** you will be asked to write out and sign the following pledge. "I pledge on my honor that I have not given or received any unauthorized assistance on this exam/assignment."

An important aim of the course is to help maintain high academic rigor and to manage student expectations regarding course grading.

There are opportunities provided to help you succeed in this course (In-Class activities, teamwork etc.). However, you must take these activities seriously throughout the semester, as they are critical for the learning process.

It is always disappointing to hear from students at the end of the semester who did not take full advantage of the in-class participation and team work, as they are the best way to increase your grade. Do not be one of them! All choices have consequences— so skipping class/studying less to meet other legitimate life needs does not excuse you from getting the grade you earn in this class. Given the high admission standards of the University, I expect students to accept the consequences of their choices with the maturity of college students.

**Course Web Page**

The web site for the course is available through Canvas. Canvas contains a copy of the syllabus, articles for reading, and the slides for each class (posted under the section called “Course Documents”). Please verify that your e-mail address in Canvas is correct. If I need to contact you during the semester, I will use the e-mail address on record in Canvas.

**Course Schedule**

The course schedule is provided as a guideline and is subject to slight changes. Necessary revisions will be announced in class with as much advance notice as possible. Be sure to read the syllabus carefully and thoroughly. You are responsible for all assignments listed on the syllabus and any alterations to this schedule of events. It is your responsibility to check with me regarding changes to the schedule in the event that you are absent.

**General Rules of Engagement**
The class format relies heavily on discussion, interactive group exercises, and participation by students. Thus, class attendance and active participation are critical for learning as an individual and as a group. For success in the course, you are expected to take a high level of responsibility for your own learning and that of others. In order to achieve the learning goals, you must come to class meetings prepared to participate in class discussions, debates, and individual and team activities. You are responsible for:

- On-time attendance in class;
- Active participation in class discussions (offering ideas that expand the scope of the class discussion and/or build on others’ contributions);
- On-time completion of all assessment tools, papers, and group projects;
- Active participation in all small group activities and exercises during class; and
- fostering a climate of respect for both, other class members, TA and instructor

**Classroom Guidelines & Laptop Policy**

In an effort to create a classroom environment that remains conducive to learning please abide to the following:

- The use of laptops and tablets are permitted in this class if used for taking notes, engage in prototyping, or other class related use. Using these electronic media for other purposes will result in the cancellation of allowing these devices in class. Handouts will be posted on Canvas in advance for students who wish to take notes or view them on their laptops.
- Turn off all cell phones – if you forget, turn it off quickly. Please do not take any calls in the classroom. If you are expecting an important call, sit by an exit and step outside to take it.
- Put away all newspapers, crossword puzzles, books, and other materials not related to our class – keeping your attention on the lecture, team exercises and discussion is expected at all times.
- No other electronic media are allowed during lectures (i.e., no MP3 players, video or audio recorders).
- The use of video or audio recording of the class is not allowed.
- Avoid side conversations, texting, and eating during class.
- Treat your fellow students and professor with respect by being polite and considerate.
- Avoid coming to class late, and leaving early. Arriving late to class causes a distraction and hurts the quality of instruction in the class. I understand that unforeseeable things happen that can cause the occasional tardiness. However, chronic lateness is unacceptable, and it will impact your grade.
- Email communications to the Professor must contain the Course Number and Section in the email title
- Written deliverables must be turned in/posted in Canvas on or before the due date and time. Deliverables will not be accepted past the due date/time. Extraordinary circumstances as well as documented sickness by a healthcare provider or legal duties (e.g., appearing in court) will be considered exceptions. If any of the due dates are in conflict with anticipated events or observances, you are responsible for turning in the assignment ahead of time.

**Academic Integrity**

Academic integrity is expected in this class. Academic integrity means that you are expected to approach all assignments within the spirit of the class rules. If you have any doubt about whether anything related to this class meets the standards of integrity, you are expected to disclose the particulars of the situation fully to the professor. Academic dishonesty, as defined by university policy, will not be tolerated in any form.
Activities that constitute academic dishonesty in this course include: (1) copying text/article passages verbatim or paraphrasing those passages in your paper without referencing the original source (including from the internet); (2) consulting those who have already taken this course about cases or assignments before they are due; and (3) working with others on individual assignments; working with non-team members on team assignments. If you observe instances of dishonesty, please report them to the professor immediately. The University’s Code of Academic Integrity is designed to ensure that the principles of academic honesty and integrity are upheld. All students are expected to adhere to this Code. All acts of academic dishonesty will be dealt with in accordance with the provisions of this code. Please visit the following website for more information: http://www.studenthonorcouncil.umd.edu/code.html

Excused Absences

Following University policy, I will accept as an excused absence a self-signed note from a student who has missed a single lecture, class or team activity, attesting to the date of the illness. The note must also contain an acknowledgement by the student that the information is true and correct and that providing false information is prohibited under Code of Student Conduct. The student is also obligated to make a reasonable attempt to inform me of his/her illness in advance. The requirement for accepting a self-signed note does not apply to days with a “Major Scheduled Grading Event.” The major scheduled events/activities are: Individual Proposal, Mid-Term Learning Assessment, Final Team Presentation.

Students missing non-consecutive, medically necessitated absences from more than a single lecture class or team activity must coordinate with the instructor on writing. In establishing a policy for the class, instructors are encouraged to review the University’s Assessment and Attendance policy located a http://www.testudo.umd.edu/soc/atedasse.html.

A student who experiences a prolonged absence or an illness preventing attendance at a major Scheduled Grading Event is required to provide written documentation of the illness from the Health Center or an outside health care provider, verifying the dates of treatment and the time period during which the student was unable to meet academic responsibilities.

Special Needs

Any student with special needs (e.g., documented learning or physical disabilities that may impact performance) should discuss this with me, as soon as possible, but not later than the second week. If a special need emerge during the semester, please contact me immediately so that I can accommodate your requirements.

Course Contents and Timeline

Due to the unique culture and personality of each class, timing and schedule for the course may shift. In the event of changes, announcements will be posted in ELMS.

Please consider these timelines as “goalpoasts”. Again, keep in mind that the interactive nature of the course may cause a slight deviation from the syllabus. Adjustments will be posted in Canvas and discussed in class as the semester progresses. We will also have a guest speaker and we may have to adjust the syllabus based on the availability of the speaker. Links to reading assignments will be posted in ELMS. On occasions, hard copies will be distributed in class.

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<thead>
<tr>
<th>Day</th>
<th>Session</th>
<th>Topic</th>
<th>Assignment or deliverable</th>
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<tbody>
<tr>
<td>M</td>
<td>1</td>
<td>Course Overview and Introduction Rules of engagement</td>
<td>Read course syllabus carefully and come prepared to address any issues.</td>
</tr>
<tr>
<td>Day</td>
<td>Date</td>
<td>Expectations</td>
<td>Deliverables/Activities</td>
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| W   | 2    | **Phase I CONTEMPLATION**  
*Introduction to the Contemplation-Desire-Design-Creation cycle*  
*Defining your aspirational vision*  
*Imagining the future you want to create*  
*Problem formulation*  

**Deliverable:** Acknowledge reading course syllabus via Canvas in the Assignments tab.  
Initiate "flash of insight" reflection journal.  
Make it personal, inspire deep thinking, and generate insight.  
**Read:** Chapter 1, The leader in you—Suarez  
Chapter 2, Thinking about the future and acting in the present—Suarez  

| M   | 3    |  

Why should innovators think about the future?  

**Read Article:** “Push-Pull”—Posted in Canvas  
**Read HBR Article:** “The Future: Begin Today—Take Action Now to Increase…”  
Purchase from Harvard site.  
**Class activity:** Reading synthesis—come prepared to debrief article in class. Students will be randomly selected to synthesize the article in class. |
| W   | 4    | **Phase II DESIRE**  
*Exercise—Finding the Core*  
*The Physical-Logical-Emotional model*  

**Lecture and in-class exercise**  
**Read:** Chapter 7 Find Your Purpose, Nurture Your Passion—Suarez  

| M   | 5    |  

What is a system  

| W   | 6    | **Phase III DESIGN**  
*Leveraging human-centered prototyping and empathic observation*  
*Deep Dive framework*  

**Class activity:** Designing a shopping cart  
**Video:** IDEO Deep Dive ABC News Nightline  
**Read:** Chapter 11 Planning backwards to move forward—Suarez  

| M   | 7    | **The Typology of Planning**  
*Change by design*  

**Individual Proposal Formulation—Concept/reflection (No deliverable)**  
**Video:** Mobility 2088  

| W   | 8    | **Design Thinking; Interactive Idealized Design—The Bell Labs Story**  
*Video Lecture by Prof. Russ Ackoff*  

**Deliverable:** Mobility 2088 Essay—Post it in ELMS/Canvas  

| M   | 9    | **Proposal Presentations 2-3 Minutes per students (Coordinate date and order of the presentation with the TA)**  

**Deliverable 1:** Concept/reflection — **individual reflection due** Each student is required to write up a brief description about their idea and load it onto ELMS/Canvas on or before the day of the pitch/presentation.  

**Deliverable 2:** In-class individual presentation  

| W   | 10   | **Proposal Presentations 2-3 Minutes per students. (Coordinate date and order of the presentation with the TA).**  

**Assignment:** Everyone must read each other's pitches posted in ELMS/Canvas and select their top 3. This will be used for input for team formation.
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>11</td>
<td><strong>Phase IV: CREATION</strong>&lt;br&gt;Team formation&lt;br&gt;Mobilizing the team to migrate from idealization to realization</td>
<td>Read Article: Why Good Projects Fail—posted in BB.&lt;br&gt;Read: Chapter 16: From Realization to Idealization—Suarez&lt;br&gt;Students will be randomly selected to synthesize the reading assignment in class.&lt;br&gt;Assignment: Each student will display his/her project idea and values on an Index Card. The TA will provide this card, it will not be collected but it will be used for team formation.&lt;br&gt;<strong>Deliverable:</strong> Journal</td>
</tr>
<tr>
<td>W</td>
<td>12</td>
<td>Types of Content of The Mind</td>
<td>Due today: Each team is responsible for submitting full names of team members to the TA&lt;br&gt;<strong>Deliverable:</strong> Mobility 2088 Reflection</td>
</tr>
<tr>
<td>M</td>
<td>13</td>
<td>Guest Speaker—Design Project/Case</td>
<td>Guest speaker, presentation of a design thinking project that evolved into an entrepreneurial venture. This presentation will showcase a successful final project and will serve as your benchmark for your final presentation. Slides for the presentation will be available in ELMS/Canvas after the session.&lt;br&gt;Speaker’s Bio posted in Canvas</td>
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<tr>
<td>W</td>
<td>14</td>
<td>Understanding our assumptions</td>
<td>Debriefing guest speaker presentation—Review your notes from the presentation Lecture and presentation of real life examples</td>
</tr>
<tr>
<td>M</td>
<td>15</td>
<td>Problem Dissolution and how technology and culture influence design thinking</td>
<td><strong>Deliverable:</strong> A team representative will share with the class the final team project title and aim. This should not take more than 1 minute per team. This is the last day to make any changes in team membership. Teams are responsible for contacting the TA with their project title and final team members.&lt;br&gt;PowerPoint lecture and real life examples</td>
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<tr>
<td>W</td>
<td>16</td>
<td>Team Immersion—Teams will identify an obstruction, barrier or intractable problem affecting their project and will engage in problem dissolution.</td>
<td>All team members must be present to engage in radical collaboration. Session will apply IDEO deep dive for problem dissolution. Students are encouraged to review the IDEO ABC News and the Bell Labs Idealized Design videos.</td>
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<tr>
<td>M</td>
<td>17</td>
<td>Team presentations&lt;br&gt;Mid-term Inventory of Learning—Open text</td>
<td>Each team will present their problem dissolution approach. This will be a 2-3 minute presentation. What was the problem and how was designed applied to dissolve it.&lt;br&gt;<strong>Individual Assignment:</strong> Each student will</td>
</tr>
<tr>
<td>W 18</td>
<td>Identifying critical-to-success design features to achieve design differentiation and uniqueness. Application of the Strategy Canvas</td>
<td>receive a copy of the take home inventory of learning. Read HBR Article: Blue Ocean Strategy W. Chan Kim; Renee A. Mauborgne – Purchase from Harvard site.</td>
<td></td>
</tr>
<tr>
<td>M 19</td>
<td>In-class activity: Win-As-Much-As-You-Can Review inventory of learning results</td>
<td>Assignment: Bring copy of scorecard posted in Canvas</td>
<td></td>
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<tr>
<td>M 21</td>
<td>The Implications Wheel™ Concentric Circles Thinking—Scouting the Future (Part two)</td>
<td>Deliverable/Team Assignment: I-W Center Statement due today. The center statement must be posted in the assignment tab in Canvas.</td>
<td></td>
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<tr>
<td>W 22</td>
<td>Scoring Process and Scales Bridges; Barriers; Information Needs</td>
<td>Team Assignment: Meet with you team after this class and score all the implications. Be prepared to bring your scored implications on our next class using Prezi to receive feedback from instructor Read Article: “Managing Risk: A New Framework”—Posted in Canvas Students will be randomly selected to synthesize the article in class.</td>
<td></td>
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<tr>
<td>M 23</td>
<td>Effective presentation skills and requirements and expectations for the final Team Presentation</td>
<td>Powerpoint presentation</td>
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<td>W 24</td>
<td>Strategy Formulation Identifying the design drivers with the biggest impact and the greatest uncertainty</td>
<td>Deliverable/Team Assignment: I-W scoring completion. Bring I-W scoring to class. Bring Prezi I-W to class in laptop. In-Class Team Assignment: Team progress review due—Each team will make a 2-3 minute presentation offering their project status.</td>
<td></td>
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<tr>
<td>M 25</td>
<td>Team time and in-progress review of team activities. Team consulting time with faculty—final opportunity to refine final presentation with the instructor</td>
<td>(Optional) Bring I-W and Strategy Canvas for meeting with instructor if you would like to use time for a consulting session before your final presentation. Come prepared to ask consulting questions regarding your final presentation.</td>
<td></td>
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<tr>
<td>W 26</td>
<td>Team Presentations (three teams) Coordinate presentations schedule with TA</td>
<td>Handout copy of visual aides to instructor and TA A panel of design thinkers will help evaluate each presentation and offer feedback to the teams.</td>
<td></td>
</tr>
<tr>
<td>M 27</td>
<td>Team Presentations (three teams) Coordinate presentations schedule with TA</td>
<td>Handout copy of visual aides to instructor and TA</td>
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<tr>
<td>Day</td>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>W</td>
<td>28</td>
<td>Team Presentations (three teams) Coordinate presentations schedule with TA</td>
<td>A panel of design thinkers will help evaluate each presentation and offer feedback to the teams.</td>
</tr>
<tr>
<td>M</td>
<td>29</td>
<td>Course Synthesis</td>
<td>Handout copy of visual aides to instructor and TA</td>
</tr>
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<td><strong>Final Exams Week:</strong></td>
<td>Teams are expected to send an electronic version of their final paper; the I-W report and their peer reviews on or before the assigned final test date. The Peer Review Template is posted in ELMS.</td>
</tr>
</tbody>
</table>

**Note:** New material (not listed in the syllabus) may be covered during class meetings based on the nature of the discussion and you are responsible for anything that is covered during class periods. If, for a legitimate reason, you find that you will be late for a class or will have to miss a class, please notify me ahead of time. You are responsible to visit Canvas to download covered material. Contact a classmate for class notes and the TA for any additional information.

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