JAIPURIA INSTITUTE OF MANAGEMENT

PGDM; TRIMESTER I; ACADEMIC YEAR 2019-20

Course Code and title	GM 202, Workshop on Design Thinking (WODT)
Credits	1
Term and Year	II Term, 2020 -21
Course Pre-requisite(s)	NA
Course Requirement(s)	NA
Course Schedule (day and time of class)	10 sessions (each of 90 minutes duration)
Classroom # (Location)	Online
Course Instructor	Dr. Shalini Verma
Course Instructor Email	shalini.verma@jaipuria.ac.in
Course Instructor Phone (Office)	+91-9911589759
Student Consultation Hours	Monday to Friday 2:00 – 5:00 PM
Office location	Cabin No. 8, Faculty Area, 1st floor

1. Course Overview:

In today's increasing complexity of digital technology and modern business, customers are increasingly choosing products and services based on the quality of the experiences they have with them. To help meet these challenges, an approach known as "Design Thinking" is playing a great role in finding meaningful pathways - its process and tools are increasingly being adopted in Lean Six Sigma processes and in organizational innovation initiatives. Design thinking is a human-centered, iterative problem-solving process of discovery, ideation, and experimentation that employs various design-based techniques to gain insight and yield innovative solutions for virtually any type of

organizational or business challenge. A Design Thinking mindset is essential for development of Internet of Things (IoT) platforms, smart products and Smart Cities. Industry practitioners of Design Thinking include Apple, Google, Samsung, Uber, Airbnb, IDEO, Nike, Procter & Gamble, Singapore Airlines, DBS Bank,

In this action-oriented workshop, students will work in teams (6-8), guided by facilitator to experience a customer-centric approach to problem solving through re-imagination of end-to-end customer experience journey. Students will develop skills such as ethnographers, visual thinkers, strategists and story-tellers through a hybrid of workshop discussions and activities. It covers building empathy through ethnographic research, generating ideas, prototyping and testing new concepts.

The goal of this course is that students acquire Design Thinking skills. This is a workshop-based course where students learn by doing. Nowadays, Design Thinking and its tools are used by product and industrial design firms to ideate products. It is also used to solve so called "wicked problems" – problems for which neither question nor the answer is well defined.

2. Graduate Attributes (GAs), Key Differentiators (KDs), Programme Learning Outcomes (PLOs), and CLOs

Graduate Attributes (GAs)

GA 1: Self-initiative

GA 2: Deep Discipline knowledge

GA 3: Critical Thinking and Problem Solving

GA 4: Humility, Team-Building and Leadership Skills

GA 5: Open and Clear Communication

GA 6: Global Outlook

GA 7: Ethical Competency and Sustainable Mindset

GA 8: Entrepreneurial and Innovative

Key Differentiators

KD 1: Entrepreneurial Mindset

KD 2: Critical Thinking

KD 3: Sustainable Mindset

KD 4: Team-Player

Programme Learning Outcomes (PLOs)

The graduates of PGDM at the end of the programme will be able to:

PLO1: Communicate effectively

PLO2: Demonstrate ability to work in teams to achieve desired goals

PLO3: Reflect on business situations applying relevant conceptual frameworks

PLO4: Deconstruct ethical business practices

PLO5: Comprehend sustainability issues

PLO 6: Exhibit creative thinking

Course Learning Outcomes (CLOs):

After attending the workshop, the students will be able to:

CLO1. Articulate the Design Thinking principles, process and tools. Articulate

CLO2. Apply Design Thinking framework for ideation.

CLO3 Create a Prototype (Paper , Digital , Actual) of the proposed solution.

3. Mappings

Mapping of CLOs with GAs

	GA 1	GA 2	GA 3	GA 4	GA 5	GA 6	GA 7	GA 8
	Self-initiative	Deep discipline knowledge	Critical thinking & Problem solving	Humility, Team-Building and Leadership Skills	Open and Clear Communication	Global outlook	Ethical competency &sustainable mindset	Entrepreneurial and innovative
CLO 1								X
CLO 2								X

Mapping of CLOs with Key Differentiators (KDs)

	KD 1 (Entrepreneurial Mindset)	KD 2 (Critical Thinking)	KD 3 (Sustainability Mindset)	KD 4 (Team Player)
CLO 1	X			
CLO 2	X			

Mapping of CLOs with PLOs

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
CLO 1						
CLO 2						
CLO 3						I

4. Books & References:

Recommended Readings:

- Tim Brown (2009). Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation. Harper Collins.

- Design for the Real World by Victor Papanek

- This is Service Design Thinking by Marc Stickdorn and Jakob Schneider

- Wicked Problems in Design Thinking by Richard Buchanan

- Designing for Service: Creating an Experience Advantage by Hugh Dubberly and Shelley Evenson

- Back to Drawing Board – Schumpeter - https://www.economist.com/news/business/21580444-design-companies-are-applying-their-skills-voluntary-and-public-sectors-back

5. Session Plan

Workshop No.	Topic/ Sub Topic	Reading Reference	Pedagogy	CLOs
1	**Introduction & Problem Discovery** • What is design thinking?	https://www.ideou.com/blogs/inspiration/what-is-design-thinking	Caselets / Examples / Video	CLO 1

	• What design thinking is not? • Applications of design thinking in industries. • Benefits of design thinking. • Case studies of design thinking. • People centered design thinking. • Evoking the right problem			
2	Discovering and Framing the problem statement – what really is the issue? • Observation Methods • Interviewing and Storytelling skills • Immersion • What-Why-How-Whom •	Sandbox design thinking guide https://dschool-old.stanford.edu/sandbox/groups/designresources/wiki/36873/attachments/74b3d/ModeGuideBOOTCAMP2010L.pdf	Hands on Activity followed by 250-300 word writeup & supporting 2-3- minute video byte	CLO 1
Offline Activity Problem Discovery using observation and interview technique's Individual assignment each student to prepare a three slide presentation				
3	Problem Identification Presentations by students in study groups of individual ideas One idea per group to be nominated by faculty			
4	• Empathize - *understand your customers/users*	Empathy Canvas Identifying Customer Personas	Framework and	CLO 2

			Breakout session	
5	Define • Define - *define clear project/business objectives* • Stakeholder Map • Customer Journey • Opportunity	Develop Hyothesis	Framework and Breakout session	CLO 2,3
Test - *review and decide* Offline Activity Testing the Hypothesis (Field Work)				
6	Ideate • Ideate - *explore ideas and solutions* • **I**deation technique using ADRAI •	ADRAI framework	Framework and Break Out session	CLO 2
7	• Prototype - *build and visualize ideas and solutions* Student Groups work on Products Selected / Modified/ Prototypes developed by them.	Activity class	In class exercise	CLO 3
8	Presentation by Group			

Design Thinking Tools & Templates

- **Empathize -** *Personas, empathy map and user feedback*
- **Define -** *Point of view, how might we, stakeholder map, customer journeys, context map and opportunity map*
- **Ideate -** *Ideation techniques (e.g. Brain writing, Nyaka method, What if, etc.), sketches, prioritization matrix, affinity diagram and idea evaluation matrix*
- **Prototype -** *Physical prototypes, wireframes and storyboards*
- **Test -** *User feedback, observation and evaluation matrix*

- **Teaching Pedagogy**
    - Case studies
    - Lectures
    - Discussions
    - Hands-on group exercises
    - Ideation Sprint
    - Videos

Instructional Methods & Expectations

The learning in this class will be roughly split into lecture/discussion and "in-class exercises" or project work. Learning will primarily be experiential in nature – through case analyses, group exercises, and a team project. Prototypes using paper or other easily accessed materials will be expected of this project. Teams of six to eight students will be formed for the project/exercises.

6. Assessment Tasks

Assessment Component	Description	Weightage	CLOs
Problem Identification	Each Student to submit a 3 slide presentation on the problem discovered in offline activity post session	20	CLO 1
Project Report	Group Assignment (5 students per group): Prepare a 500 word report on the	40	CLO 2

	Problem Identified and the solution proposed . This report is to submitted along with the empathy canvas , stakeholder map , customer personas, opportunity and customer journey map .	Report 500 Words – 10 Marks Empathy Canvas – 10 Marks Customer Persona 10 Marks Customer Journey Map – 10 Marks	
Project Presentation	Group Presentation in Session 7	20	CLO 2
Prototype submission	Create and submit Prototype (Paper , Digital , Actual)	20	CLO 3

 PLO 6: Exhibit creative thinking: Be able to generate new and imaginative ideas, make connections between seeming unrelated phenomena and use unorthodox methods to generate a solution.

PLO 6: Exhibit creative thinking	
Competencies	**Traits/Performance Indicators (PI)**
Be able to generate new and imaginative ideas, make connections between seeming unrelated phenomena and use unorthodox methods to generate a solution.	6.1 Generates new and imaginative ideas 6.2 Make connections between seemingly unrelated phenomena 6.3 Does not hesitate to use unorthodox methods to generate a solution

 Rubrics

Traits	Below Expectations	Meets Expectations	Exceeds Expectation
Generate new and imaginative ideas	Rarely generates new and imaginative ideas. Reproduces existing ideas.	Generates many new and unique ideas	Consistently generates new and imaginative ideas
Connect seemingly unrelated phenomena	Unable to connect disparate ideas. Cannot make connections between previously unrelated ideas.	Searches for new and effective methods, makes connections between previously unrelated ideas.	Pursues new methods and solutions, thinks outside the box and connects disparate ideas.
Use unorthodox methods to generate solutions	Tries old and tested solutions to problems. Sticks to conventional methods.	Attempts to try unorthodox and unconventional methods to generate solutions, but prefers to stick to conventional methods.	Does not hesitate to go beyond traditional boundaries. Prefers to use an unorthodox method, if one exists.

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Assessment Rubrics

1. Rubrics for PI (Problem Identification) Assessment Task

Criteria	Level 1 (Below 30%)	Level 2 (30%-60%)	Level 3 (60%-80%)	Level 4 (80% or above)
	Developing	Approaching Proficiency	Proficient	Advanced
Content of Report **(50 %)**	Provided a very weak overview of the selected 'problem'.	Provided a limited overview of the selected 'problem'.	Provided a clear overview of the selected 'problem'.	Provided a very clear overview of the selected 'problem'.

	Very limited linking of the 'problem' and its 'scope'	Limited linking of the 'problem' and its 'scope' to current socio-economic & technological situation.	Successfully made some links between the 'problem' and its 'scope' to current socio-economic & technological situation.	Clearly made STRONG links between the 'problem' and its 'scope' to current socio-economic & technological situation.
Delivery and Enthusiasm **(50 %)**	Hard to follow the flow of ideas. Lack of enthusiasm and interest.	Most ideas flow but focus is lost at times Limited evidence of interest in and engagement with the 'identified problem'	Clear flow of ideas Demonstrates interest in the 'identified problem' and engagement with the class.	Very clear and concise flow of ideas. Demonstrates passionate interest in the 'identified problem' and engagement with the class.

2. **Rubrics for Project Report**

Report 500 Words – 10 Marks

Empathy Canvas – 10 Marks

Customer Persona 10 Marks

Customer Journey Map – 10 Marks

Criteria	Level 1 (Below 30%)	Level 2 (30%-60%)	Level 3 (60%-80%)	Level 4 (80% or above)
	Developing	Approaching Proficiency	Proficient	Advanced

Content of Report (50 %)	The content of the Project Report provided a very weak overview on DT process of the selected 'problem'. Very limited linking of the 'problem' and its 'scope' including 'empathy canvas' & 'Customer Persona'	The content of the Project Report provided a limited overview on DT process of the selected 'problem'. Limited linking of the 'problem' and its 'scope' including 'empathy canvas' & 'Customer Persona' to current socio-economic & technological situation.	The content of the Project Report provided a clear overview on DT process of the selected 'problem'. Successfully made some links between the 'problem' and its 'scope' including 'empathy canvas' & 'Customer Persona' to current socio-economic & technological situation.	The content of the Project Report provided a very clear overview on DT process of the selected 'problem'. Clearly made STRONG links between the 'problem' and its 'scope' including 'empathy canvas' & 'Customer Persona' to current socio-economic & technological situation.
Delivery and Enthusiasm (50 %)	Hard to follow the flow of ideas. Lack of enthusiasm and interest.	Most ideas flow but focus is lost at times Limited evidence of interest and engagement with the DT process including 'empathy canvas'	Clear flow of ideas Demonstrates interest and engagement with the DT process including 'empathy canvas' &	Very clear and concise flow of ideas. Demonstrates passionate interest and engagement with the DT process including 'empathy canvas'

		& 'Customer Persona'	'Customer Persona'	& 'Customer Persona'

3. Rubrics for Project Presentation

Criteria	Unsatisfactory (Below 35%)	Satisfactory (35% – Below 70%)	Good (70% and Above)
Presentation Content (50 %)	Provided a very weak overview of the selected Topic. Very limited linking of the topic to current management practices. Made very little to no linkage to management practices and content in the book and article.	Provided a clear overview of the selected Topic. Successfully made some linked the topic to current management practices. Made some linkage to management practices and content in the book and article.	Provided a very clear overview of the selected Topic. Clearly linked the topic to current management practices. Described the management practices and how those were related to the content in the book and article.
Visuals (15 %)	No use of visuals.	Use of visuals related to the material	Visuals augmented and extended comprehension of the issues in unique ways

| **Delivery and Enthusiasm** (15 %) | Hard to follow the flow of ideas. Lack of enthusiasm and interest. | Clear flow of ideas Demonstrates interest in topic and engagement with the class. | Very clear and concise flow of ideas. Demonstrates passionate interest in the topic and |

			engagement with the class.
Involvement of the class: **-Questions** **-Generating** **discussion** **-Activities** **(20 %)**	Little or no attempt to engage the class in learning	Questions and discussion addressed important information that developed understanding Appropriate activities used to clarify understanding	Excellent and salient discussion points that elucidated material to develop deep understanding Appropriate and imaginative activities used to extend understanding in a creative manner

4. **Rubrics for Prototype**

Criteria	Level 1 (Below 30%) Developing	Level 2 (30%-60%) Approaching Proficiency	Level 3 (60%-80%) Proficient	Level 4 (80% or above) Advanced
Content of Report **(50 %)**	Provided a very weak overview of the selected 'problem'. Very limited linking of the 'problem' and its 'scope'	Provided a limited overview of the selected 'problem'. Limited linking of the 'problem' and its 'scope' to current socio-economic &	Provided a clear overview of the selected 'problem'. Successfully made some links between the 'problem' and its 'scope' to current socio-	Provided a very clear overview of the selected 'problem'. Clearly made STRONG links between the 'problem' and its 'scope' to current socio-economic

		technological situation.	economic & technological situation.	& technological situation.
Delivery and Enthusiasm **(50 %)**	Hard to follow the flow of ideas. Lack of enthusiasm and interest.	Most ideas flow but focus is lost at times Limited evidence of interest in and engagement with the 'identified problem'	Clear flow of ideas Demonstrates interest in the 'identified problem' and engagement with the class.	Very clear and concise flow of ideas. Demonstrates passionate interest in the 'identified problem' and engagement with the class.

7. Academic   Conduct

Institute's Policy Statements

It is the responsibility of every student to be aware of the requirements for this course, and understand the specific details included in this document. It is emphasized that this course requires a significant commitment outside of formal class contact. The learning tasks in this course may include classes (lectures or seminars), required reading, preparation of answers to set questions, exercises and problems, and self-study. In addition, students may be required to complete an assignment, test or examination.

LMS-Moodle/Impartus

LMS-Moodle/Impartus is used to host course resources for all courses. Students can download lectures, additional reading materials, and tutorial notes to support class participation.

Late Submission

Assessment tasks submitted after the due date, without prior approval/arrangement, will be not be accepted. Requests for extension of time must be made with the faculty member concerned and based on Special Consideration guidelines.

Plagiarism:

Plagiarism is looked at as the presentation of the expressed thought or work of another person as though it is one's own without properly acknowledging that person.

Cases of plagiarism will be dealt with according to Plagiarism Policy of the institute. It is advisable that students should read the Student Handbook for detailed guidelines. It is also advisable that students must not allow other students to copy their work and must take care to safeguard against this happening. In cases of copying, normally all students involved will be penalized equally; an exception will be if the students can demonstrate that the work is their own and they took reasonable care to safeguard against copying.