

Course Outline

Code: EMB751

Title: Design Thinking and Disruptive Innovation

School:	Business
Teaching Session:	Session 1
Year:	2020
Course Coordinator:	Dr Retha Scheepers
Course Moderator:	Dr Saskia de Klerk

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1 Description

This is a foundational course that explores the creativity and design thinking to develop your creative problem solving skills. You will be able to identify types of problems suited to this approach and how to progress creative ideas to commercial realities by following an innovation process. The course then examines disruptive innovations and the implications and application within the contemporary business environment.

1.2 Field trips, WIL placements or activities required by professional accreditation

Nil

2. What level is this course?

700 level Specialised - Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

6 units

4. How does this course contribute to my learning?

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
You will be able to differentiate between the processes of creativity, CPS and innovation.	1	Creative and critical thinkers. Knowledgeable.
You will understand (and be able to apply some of) the different tools and techniques that can be used directly within the work place.	1 and 2	Creative and critical thinkers.
You will be able to demonstrate how to manage creative and innovative personnel as part of the organisation's operational framework.	2	Creative and critical thinkers

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1 Enrolment restrictions

Must be enrolled in BU791

5.2 Pre-requisites

Nil

5.3 Co-requisites

Nil

5.4 Anti-requisites

MBA701 or BUS705

5.5 Specific assumed prior knowledge and skills (where applicable)

N/A

6. How am I going to be assessed?

6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Details of early feedback on progress

Formative Feedback will be provided on assessment task 1 in review of questions relating to the learning outcomes.

6.3 Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Written Piece	Individual	40%	750 words	21 January 2020	Online Assignment Submission with Plagiarism check
2	Report	Individual	60%	2,250 words (maximum)	18 February 2020	Online Assignment Submission with Plagiarism check
			100%			

Assessment 1: Professional Blog Article

Goal:	The purpose of this task is for you to write a professional blog article on how design thinking and creativity can help companies today be innovative and to use examples as evidence for your claims. Your blog article will be supported by credible theory, reports and examples.
Product:	Written Piece
Format:	This is an individual Task (750 words) where you are required to write a professional blog article. Details of this assessment will be provided on Blackboard and in class.
Criteria:	Your blog article will be evaluated based on: <ul style="list-style-type: none"> • arguing the need to respond innovatively to these changes in a particular industry • argue the value of design thinking and role creativity plays to support companies to be innovative • demonstrate evidence of supporting arguments with evidence to arrive at insights. • evidence of contribution to problem-finding and solutions • professional digital communication skills and presentation.

Assessment Task 2: Leading Innovation and Creative Problem Solving

Goal:	To apply creative problem-solving and corporate entrepreneurship principles to an innovation dilemma within an organisational context
Product:	Report
Format:	Your task is to examine an innovation problem within an organizational context (case study or work-related) and use the tools; frameworks and theories presented in this course, to it in detail and present a variety of solutions. You are expected to map the context, define the problem, apply ideation techniques and then determine which ideas represent the most promising opportunities and suggested organizational implementation approaches.
Criteria:	<ul style="list-style-type: none"> • mapping of context and problem-finding • problem definition • application of ideation techniques • identification of alternative solution • suggested organizational implementation approaches

7. Directed study hours

The directed study hours for this course is 75 hours.

Location:	Directed study hours for location:
On campus	18 hours in distributed block format

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed text(s) or course reader

Nil

8.2 Specific requirements

N/A

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Wellbeing Services

Student Wellbeing Support Staff are available to assist on a wide range of personal, academic, social and psychological matters to foster positive mental health and wellbeing for your success. Student Wellbeing is comprised of professionally qualified staff in counselling, health and disability Services.

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, mental health issue, learning disorder, injury or illness, or you are a primary carer for someone with a disability, [AccessAbility Services](#) can provide assistance, advocacy and reasonable academic adjustments.

To book an appointment with either service go to [Student Hub](#), email studentwellbeing@usc.edu.au or accessability@usc.edu.au or call 07 5430 1226

10.6 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.7 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** – Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au

Appendix 1 Course content

Teaching Week / Module	What key concepts/content will I learn?	Directed Study Activities: teaching components
1	The need to be adaptive and innovative in a changing business environment. An introduction to design thinking and creative problem solving (CPS)	In-class discussion and workshop
2	The need for managers and businesses to be responsive in decision-making	Workshop
3	Creativity applied to business problems	Workshop
4	An introduction to innovation and entrepreneurship in organisations Leading Innovation and performance outcomes	In-class discussion
5	Innovation Patterns Disruptive innovation and business development decision making	Class Discussion
6	Innovation and the market: Strategic and organisational considerations for corporate entrepreneurship Assessing the effectiveness of the firm's corporate entrepreneurship	Case Study

Please note that the course activities may be subject to variation.

Public Holidays

Australia Day- Monday 27th January 2020 (Week 4)