



COURSE OUTLINE

EMB751 Design Thinking and Disruptive Innovation

Course Coordinator: Meredith Lawley (mlawley1@usc.edu.au) **School:** School of Business and Creative Industries

2021 | Session 1

USC Sunshine Coast

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

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. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS LOCATIONS			
Lecture	2hrs	Not applicable	Not Yet Determined

1.3. Course Topics

The need for businesses to be adaptive and innovative
Introduction to design thinking and creative problem-solving (CPS)
Creativity applied to a business problem
Role of managers to enable creativity
Innovation and entrepreneurship in organisations
Leading innovation
Innovation patterns
Disruptive innovation and business development
Innovation and the market
Assessing an organisation's innovation performance

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?

COURSE LEARNING OUTCOMES		GRADUATE QUALITIES
On successful completion of this course, you should be able to...		Completing these tasks successfully will contribute to you becoming...
1	You will be able to differentiate between the processes of creativity, CPS and innovation.	Knowledgeable Creative and critical thinker
2	You will understand (and be able to apply some of) the different tools and techniques that can be used directly within the work place.	Creative and critical thinker
3	You will be able to demonstrate how to manage creative and innovative personnel as part of the organisations operational framework.	Creative and critical thinker

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. Pre-requisites

Enrolled in Program BU791

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

MBA701 or BUS705

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

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

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Written Piece	Individual	40%	750 words	Refer to Format	Online Assignment Submission with plagiarism check
All	2	Report	Individual	60%	2,250 words (maximum)	Refer to Format	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Professional Blog Article

GOAL:	The purpose of this task is for you to write a professional blog article on how forces in the business environment require companies today to 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:	Submit: 25 January 2021 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:	No.	Learning Outcome assessed
	1	demonstrate evidence of supporting arguments with evidence to arrive at insights
	2	arguing the need to respond innovatively to these changes in a particular industry
	3	argue the value of design thinking and role creativity plays to support companies to be innovative
	4	evidence of contribution to problem-finding and solutions
	5	professional digital communication skills and presentation
	6	Assessment criteria are mapped to the course learning outcomes 1 2 3

All - 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:	Submit: 26 February 2021 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:	No.	Learning Outcome assessed
	1	mapping of context and problem-finding
	2	problem definition
	3	application of ideation techniques
	4	identification of alternative solution
	5	suggested organizational implementation approaches

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

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

Please note: 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

There are no required/recommended resources for this course.

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility 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 and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training 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:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may 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 to negotiate an outcome.

10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.7. 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>

10.8. 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