



Ljubljana Summer School

6 – 24 July 2020

Design Thinking, Creativity and Innovation

Bachelor course (ECTS: 6)

9.30 – 12.00

Course leader:

BODOLICA Virginia

American University of Sharjah, United Arab Emirates

Aims and objectives of the course:

The course explores the importance of innovation to business success and considers current trends in technology, society, consumer expectations and the workforce. It examines strategies for enabling innovation, applies design thinking methodology to address customer pain points and identify opportunities for change and overcoming obstacles to change.

Upon successful completion of the course, students will be able to:

1. Design an action plan for managing change and innovation in a specific organizational setting
2. Apply design thinking principles in order to propose innovation solution to customer pain points
3. Apply innovation management and creativity techniques to drive change in a specific organization
4. Formulate and implement innovation strategies in organizations and address resistance to change.

Course syllabus:

Day 1: What's Innovation & Innovation Strategy – PPT for Chapters 1&2

Day 2: Identifying Strategic Capabilities & Organization of Innovation – PPT for Chapters 3&4

Day 3: Innovation as a Process – PPT for Chapter 5

Day 4: Sources of Innovation – PPT for Chapter 6

Day 5: Search Strategies for Innovation & Forecasting Opportunities for Innovation – PPT for Chapters 7&8

Day 6: Selecting Innovation Projects & Developing New Products and Services – PPT for Chapters 9&10

Day 7: Commercialization and Diffusion of Innovations – PPT for Chapter 12

Day 8: Business Models & Capturing Value: Learning to Manage Innovation – PPT for Chapters 14&15

Day 9: Users as Innovators & Exploiting Open Innovation – PPT for Chapters 16&17

Day 10: Discontinuous Innovation & Social Innovation – PPT for Chapters 18&19



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Course materials/List of readings:

- Power point slides will be shared with students prior to each session
- Tidd, J. and Bessant, J. (2014) Strategic Innovation Management (1st Edition), Wiley.
- Several Harvard Business Review readings on strategic innovation management
- Several innovation cases, videos and self-assessment exercises
- Innovation DNA techniques, design thinking methodology, and innovator's method

Teaching methods:

Various innovation management topics will be covered through different kinds of teaching approaches, such as lectures delivered by the instructor, individual or group exercises, in-depth discussions in class of the assigned readings, team work on case analyses and other issues of relevance for managing innovation in organizations. Lectures will address different issues related to innovation strategy, selection of innovation, commercialization and diffusion of innovation and different types of innovation from various sources, such as textbook, online resources, recent case studies, instructor's power point notes, scientific articles and business newspapers and journals. Lectures emphasize selected material introduced in the textbook and provide additional information to aid understanding of course concepts. Students are strongly encouraged to actively participate in class discussions on business cases, theoretical concepts, and any other issues of relevance. The class relies heavily on students' preparation of assigned readings, in-class discussions and interactional exercises to stimulate students to think outside the box, enhance their ability to think creatively and encourage them to become more innovative.

Evaluation method and grading scale:

1. "Converting Text into a Conceptual Model" individual assignment – 50%

We are living today in an accelerated, dynamic and rapidly evolving environment where time is a very scarce resource. In the current business conditions, rarely top managers and executives in organizations can afford spending precious hours of their time reading lengthy reports that incorporate too many and, often, not very relevant data. What is increasingly appreciated in today's labor force is their capacity to distill complex information into an intelligible set of interconnected elements that can facilitate comprehension within a short period of time. Employees are encouraged to develop their skills to analyze, interpret and synthesize lengthy information and convey it to the top in a condensed fashion but without losing the key meaning that is invested in that information. This is the reality of today's 'one-pagers' corporate world.

One of the most common ways to convey key meaning in a condensed manner to satisfy the increasing demands of the one-pagers' world, is to represent lengthy data in the form of simplified conceptual models or frameworks. A conceptual model is a schematic representation of a larger system, which is composed of multiple elements, notions and concepts that are mutually interconnected or related to each other in an intelligible way. The reliance on visual aids, graphic supports and creative



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illustrations, is critical for securing the understanding of major ideas captured in the schematically represented conceptual model or framework.

Complete your written assignment by following the steps described below:

- a) Read the Harvard Business Review article titled “The Case for Stealth Innovation”.
- b) Think about all the ideas that are captured in this article. What are the concepts, notions, and ideas that the author wanted the reader to capture and understand? Think about how all these ideas and concepts are related to each other.
- c) Represent all these ideas and concepts in a conceptual framework (i.e., model that takes the form of a diagram). This model has to be visually represented by framing words and concepts in circles, rectangles and other symbols to facilitate comprehension. All the concepts have to be interrelated and represent a logical connectivity of ideas described in the article. The use of sentences is not allowed and only very few words can be employed together in one sequence. Your conceptual model should not be longer than one page and it should be represented in such a way that a person who did not read the article could accurately capture all the information provided in the article.

2. Innovative group-based presentation – 50%

The importance of innovation, creativity and untraditional thinking in today’s hypercompetitive business world cannot be emphasized enough. We have seen throughout the entire semester, relying on the example of different companies around the world, that innovation is quintessential for organizational success. This presentation seeks to encourage students to develop an innovative mindset and embrace a creative way of doing things by approaching different topics seen in the course from an alternative or unusual standpoint. This atypical way of espousing issues related to innovation management will allow you to experience the deep essence of what it really means to be innovative in practice. While you can enjoy a high degree of freedom in conceptualizing and delivering your presentation to the audience, it is critical that you relate it to several concepts we have analyzed in the course.

For instance, you may decide to talk about the latest product that was launched by a given company to highlight the untraditional and unexpected way of managing the process of new product development in this organization. Alternatively, you can propose to employ one of the tools, models or frameworks we used in our course in a novel way or explain how you would change the features of a current product/service offering to tap into a new opportunity and find an uncontested market space. Or, you can think of a problem that a company presently has or a negative experience that you recently lived when consuming a product or service and offer an innovative solution for solving the problem or enhancing customer experience. Remember that you can tackle any aspect or any concept of innovation management such as product, service, social, commercial, open, radical, process, structural, disruptive, stealth, technological, managerial innovation and many more.

Despite the freedom in selecting the subject of your presentation, the following 3 criteria should apply to your presentation:



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- A clear relationship with several relevant concepts covered in the course
- An innovative way of delivering the presentation to the audience
- A very recent (launched in the past 12 months) innovation or non-existent (your own) invention

This is an oral team-based exercise that requires an oral presentation in front of the rest of the class. You have to make this presentation in teams of 2-3 students. Your team member selection is entirely up to you! Your oral presentation should not be longer than 20 minutes and all teammates have to be actively involved in the delivery of the presentation. In your presentation, you can make use of any visual, technical, electronic aid and material you like to enhance the key idea and the message you want to convey to the audience. You can also think of effective ways to engage the entire class in your presentation delivery to stimulate a fruitful interaction.

DEFINITION	%	LOCAL SCALE	ECTS SCALE	Grade (USA)
exceptional knowledge without or with negligible faults	92-100	10	A	A+, A, A-
very good knowledge with some minor faults	85-91	9	B	B+, B
good knowledge with certain faults	77-84	8	C	B
solid knowledge but with several faults	68-76	7	D	C+, C, C-
knowledge only meets minimal criteria	60-67	6	E	D+, D
knowledge does not meet minimal criteria	<60	5	F	

Prerequisites for attending the course:

No prerequisites.