



# MGMT20140 *Design Thinking for Managers*

## Term 1 - 2020

Profile information current as at 19/05/2022 09:51 pm

All details in this unit profile for MGMT20140 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

This unit provides you with the opportunity to consider the broad application of design thinking in business and management. You will explore the role and potential of design in social, commercial, service and digital contexts by studying topics such as designing for the future, concurrent and customer design and designing for improvements for the current environment. You will be exposed to design thinking processes, tools and techniques, while also reflecting on the notions of design as aesthetics, design as mindset, thought and philosophy, and design as new product and innovation.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2020

- Brisbane
- Melbourne
- Online
- Sydney

### Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 20%

#### 2. **Group Work**

Weighting: 40%

#### 3. **Reflective Practice Assignment**

Weighting: 40%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Have Your Say survey; student blog entries; teaching team feedback; self-reflection.

#### Feedback

The unit is delivered through interactive workshops with substantial amounts of Design Thinking activities and small amounts of lectures.

#### Recommendation

Retain this approach.

Feedback from Have Your Say survey; student blog entries; teaching team feedback; self-reflection.

#### Feedback

Success in this unit requires students to engage with the unit on a regular basis to obtain formative feedback and to progress their assessments throughout the term (last-minute assessment preparation reduces success chances dramatically).

#### Recommendation

Retain this approach, alongside the interactive nature of the workshops, but further stress the importance of engagement with the unit and continue to provide ongoing feedback to students.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Develop an advanced and integrated understanding of design thinking
2. Critically analyse, reflect on and develop the key competencies and mind set required to successfully manage design thinking projects
3. Critically apply design thinking methodology to creatively and analytically identify and address complex problems
4. Synthesise complex data and design thinking theories to generate, prototype and critically evaluate solutions
5. Interpret and successfully apply knowledge related to design thinking and personal development via a range of creative media.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 20%	•				•
2 - Group Work - 40%	•	•	•	•	



## Textbooks and Resources

### Textbooks

MGMT20140

#### Prescribed

##### **Designing for Growth: A Design Thinking Tool Kit for Managers**

Kindle Edition (2011)

Authors: Liedtka, J. & Ogilvie, T.

Columbia University Press

New York , NY , USA

ISBN: 9780231158381

Binding: eBook

#### Additional Textbook Information

If preferred, paper copies are available for purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

### IT Resources

#### You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Stephanie Macht** Unit Coordinator

[s.macht@cqu.edu.au](mailto:s.macht@cqu.edu.au)

## Schedule

### Week 1-Introduction to Design Thinking - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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**Module 1- Introduction to Design Thinking for Managers**

Liedtka, J. & Ogilvie, T.( 2011)  
*Designing for Growth: a Design Toolkit for Managers*, Columbia Business School, NY  
 Chapters 1 & 3 " Why Design" and "Visualization"

Weekly workshops contain a combination of activities, including: lectures; experiential Design Thinking activities; opportunities to work on your assessments; feedback opportunities; time to reflect and blog; etc.

**Participation in workshop activities is required for Assessment 2 and 3. Distance students should use the Moodle Discussion Forum and follow the advice on the weekly workshop slides.**

On-campus students: Get to know each other and start forming teams.  
 Distance students: start using the Moodle forum to find a team.  
**Start writing your blog. The blog is a key component of Assessment 3. The blog must be written throughout the semester.**

**Week 2-Design Thinking Processes - 16 Mar 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 2- The Design Thinking Process</b>	<p>Liedtka, J. &amp; Ogilvie, T.( 2011)  <i>Designing for Growth: a Design Toolkit for Managers</i>, Columbia Business School, NY            Chapter 2 "Four Questions, Ten Tools"            Hong, Yi-C. &amp; Choi,I. (2011) 'Three dimensions of reflective thinking in solving design problems: a conceptual model', Education Tech Research Dev, 59, pp.687-710.            D.School publication "Bootcamp Bootleg"; available in Moodle, in the section Module 2.</p>	<p>Weekly workshops contain a combination of activities, including: lectures; experiential Design Thinking activities; opportunities to work on your assessments; feedback opportunities; time to reflect and blog; etc.  <b>**Assessment Briefing**</b>            On-campus students: Get to know each other and start forming teams.            Distance students: start using the Moodle forum to find a team.  <b>Build your blog. The blog is a key component of Assessment 3. The blog must be written throughout the semester.</b></p>

**Week 3-Design Thinking Theories and Models - 23 Mar 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 3- Theories underlying Design Thinking</b>	<p>Leifer, L.J. &amp; Steinhert, M.(2011)            'Dancing with ambiguity: Causality behavior, design thinking and triple loop learning", Information Knowledge Systems Management, Vol.10, No.1-4, pp.151-173            Welsh, M.A. &amp; Dehler, G.E.(2013)            'Combining critical reflection and design thinking to develop integrative learners', Journal of Management Education, Vol.37, No.6, pp.771-802</p>	<p>Weekly workshops contain a combination of activities, including: lectures; experiential Design Thinking activities; opportunities to work on your assessments; feedback opportunities; time to reflect and blog; etc.  <b>**Assessment Briefing**</b>  <u>On-campus students:</u> Get to know each other and start forming teams.  <u>Distance students:</u> start using the Moodle forum to find a team.  <b>Build your blog. The blog is a key component of Assessment 3. The blog must be written throughout the semester.</b></p>

**Week 4-Problem Solving and Needs Analysis - 30 Mar 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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**Module 4- Problem Finding and Needs Analysis**

Liedtka, J. & Ogilvie, T.( 2011)  
*Designing for Growth: a Design Toolkit for Managers*, Columbia Business School, NY  
Chapter 11"Customer Co-creation"

Weekly workshops contain a combination of activities, including: lectures; experiential Design Thinking activities; opportunities to work on your assessments; feedback opportunities; time to reflect and blog; etc.

**Individual Poster Due: Week 4, Friday 3rd April, at 11:45 am (AEST)**

**Teams need to be finalised by next week (week 5)  
Build your blog. The blog is a key component of Assessment 3. The blog must be written throughout the semester.**

**Individual Poster** Due: Week 4  
Friday (3 Apr 2020) 11:45 am AEST

**Week 5-Needs Analysis and Problem Solving - 06 Apr 2020**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

**Module 5- Needs Analysis and Problem Solving**

Liedtka, J. & Ogilvie, T.( 2011)  
*Designing for Growth: a Design Toolkit for Managers*, Columbia Business School, NY  
Chapters 4 & 7 "Journey Mapping" and "Brainstorming"

Weekly workshops contain a combination of activities, including: lectures; experiential Design Thinking activities; opportunities to work on your assessments; feedback opportunities; time to reflect and blog; etc.

**\*\*Assessment Briefing\*\***

**Teams are finalised this week  
Start working in your teams to find and deeply understand a problem as required for Assessment 2.**

**Build your blog. The blog is a key component of Assessment 3. The blog must be written throughout the semester.**

**Vacation Week - 13 Apr 2020**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

**No classes in MGMT20140 this week.**

There is no prescribed reading this week

**It is recommended that you catch up on missed activities and/ or use this week to continue to work through the Design Thinking approaches to find and deeply understand a problem as required for Assessment 2.**

**Build your blog. The blog is a key component of Assessment 3. The blog must be written throughout the semester.**

**Week 6-Research Skills - 20 Apr 2020**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

**Module 6- Research Skills for Design Thinking**

Liedtka, J. & Ogilvie, T.( 2011)  
*Designing for Growth: a Design Toolkit for Managers*, Columbia Business School, NY  
Chapters 5 & 6 "Value Chain Analysis" and "Mind Mapping"

Weekly workshops contain a combination of activities, including: lectures; experiential Design Thinking activities; opportunities to work on your assessments; feedback opportunities; time to reflect and blog; etc.

**Keep working in your teams to more deeply understand your chosen problem as required for Assessment 2.**

**Build your blog. The blog is a key component of Assessment 3. The blog must be written throughout the semester.**

**Week 7-Ethics, empathy and analysis - 27 Apr 2020**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

**Module 7- Ethics, Empathy and Analysis in Design Thinking Research**

Liedtka, J. & Ogilvie, T.( 2011)  
*Designing for Growth: a Design Toolkit for Managers*, Columbia Business School, NY  
Chapter 8 & 9 "Concept Development" and "Assumption Testing"

Weekly workshops contain a combination of activities, including: lectures; experiential Design Thinking activities; opportunities to work on your assessments; feedback opportunities; time to reflect and blog; etc.

**Keep working in your teams to more deeply understand your chosen problem and start working on potential solutions, as required for Assessment 2.**

**Build your blog. The blog is a key component of Assessment 3. The blog must be written throughout the semester.**

**Week 8-Rapid Prototyping - 04 May 2020**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

**Module 8- Rapid Prototyping**

Liedtka, J. & Ogilvie, T.( 2011)  
*Designing for Growth: a Design Toolkit for Managers*, Columbia Business School, NY  
Chapter 10 " Rapid Prototyping"

Weekly workshops contain a combination of activities, including: lectures; experiential Design Thinking activities; opportunities to work on your assessments; feedback opportunities; time to reflect and blog; etc.

**Keep working in your teams to more deeply understand your chosen problem and prototype potential solutions as required for Assessment 2.**

**Build your blog. The blog is a key component of Assessment 3. The blog must be written throughout the semester.**

**Week 9-Design the Learning Launch - 11 May 2020**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**



**Module 9- Design the (Learning) Launch**

Liedtka, J. & Ogilvie, T.( 2011)  
*Designing for Growth: a Design Toolkit for Managers*, Columbia Business School, NY  
 Chapter 12 "Learning Launch"

Weekly workshops contain a combination of activities, including: lectures; experiential Design Thinking activities; opportunities to work on your assessments; feedback opportunities; time to reflect and blog; etc.

**Group presentation and group report Due: Week 9 Friday 15th May, 11:45 am (AEST). One group member submits the presentation slides and report component of Assessment 2 via Moodle Keep working in your teams to keep progressing your chosen problem and potential solutions, as required for Assessment 2. Build your blog. The blog is a key component of Assessment 3. The blog must be written throughout the semester.**

**Group Presentation and Group Report Due: Week 9 Friday (15 May 2020) 11:45 am AEST**

**Week 10-Presentations - 18 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 10- Design Presentations &amp; Co-creation 1</b> (Assessment 2 Presentations)	There are no prescribed readings this week.	<p><b>**On-campus students: This week, presentations (Assessment 2) will take place in class. To mimic what happens in organisations, you are expected to attend the entire workshop- please note there will also be workshop content this week, which you require for Assessment 3.</b></p> <p><b>**Distance students:</b> Arrange an online (video conferencing) presentation time with the unit co-coordinator if you wish to use this option.</p> <p><b>Complete the Self- and Peer-review Assessment (SPA). Build your blog. The blog is a key component of Assessment 3. The blog must be written throughout the semester.</b></p> <p><b>**Assessment briefing**</b></p>

**Week 11-Presentations - 25 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic

**Module 10- Design Presentations & Co-creation 2**  
(Assessment 2 Presentations)

There are no Prescribed Readings this week.

**\*\*On-campus students:** This week presentations (Assessment 2) will take place in class. To mimic what happens in organisations, you are expected to attend the entire workshop- please note that there will also be workshop content this week, which you require for Assessment 3.

**\*\* Distance students:** Arrange online (video conferencing) presentation time with the unit coordinator if you wish to use this option.

**Build your blog. The blog is a key component of Assessment 3. The blog must be written throughout the semester.**

**Week 12- Design the Designer - 01 Jun 2020**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Weekly workshops contain a combination of activities, including: lectures; experiential Design Thinking activities; opportunities to work on your assessments; feedback opportunities; time to reflect and blog; etc.

**Module 12- Design the Designer (Personal Development)**

There are no Prescribed Readings this week.

**Assessment 3. Individual Blog and Learning Reflections Due: Week 12, Friday 5th June, 11:45 am (AEST).**

**Complete the Self-and Peer-Assessment (SPA) Due: Week 12, Friday 5th June, 11:45 am (AEST).**

**Individual Blog and Learning Reflections Due: Week 12 Friday (5 June 2020) 11:45 am AEST**

## Term Specific Information

There are various public holidays and vacation periods during this term. Please check the academic calendar to see which dates are affected in your state/territory. Please ensure that you check emails regularly as information about class re-scheduling will be communicated via email.

## Assessment Tasks

### 1 Individual Poster

**Assessment Type**

Written Assessment

**Task Description**

This is an INDIVIDUAL, WRITTEN assessment. You are required to design an A2-sized poster to demonstrate your visualisation, summarising, prioritising and synthesising skills (these are key skills in Design Thinking!). An effective poster is a communication tool that utilises structure, graphics and text to clearly convey complex messages, while being visually appealing and engaging; text, albeit important is used sparingly. It is the responsibility of the posters designer to ensure the poster is self-explanatory and does not require extensive interpretation from the audience. In order to complete this assessment you are required to design a poster, which clearly addresses the following question: **What is a Design Mindset and how does it influence the Design Thinking Process?**

To be successful in this assessment, you are required to research academic/ scholarly ( published peer reviewed journals) literature and make use of effective and suitable visualisation techniques in order to design a carefully constructed and logical poster, which clearly displays your answer to the above question.

More specifically your poster should:

- clearly address the question;
- be logically structured and aesthetically pleasing;
- refer to correct material you have read in the literature ( you should include a MINIMUM of 3 scholarly references- in-text references and a reference list in APA style must be included **on** the poster; please see Moodle for some examples of how this can be achieved in a visually pleasing manner);
- present a clear and concise message (in title and other content);
- contain sufficient detail that a layperson (without specific background in Design Thinking) can understand what you are trying to say;
- use relevant visualisation techniques\* to visually display the message and content of your poster; and
- use text sparingly ( MAXIMUM of 300 words excluding reference list, is permitted).

**\*NOTE:** This may include graphics, but you need to remember that this does NOT mean cutting and pasting graphics from the internet or other sources- plagiarism of visual content will be treated in the same manner as plagiarism of text. You must use ONE SINGLE PowerPoint slide as your poster (see the template on Moodle). For this unit, you do not have to print the poster but it has to be clearly visible if projected in a classroom, Please see Moodle for further advice on how to create, structure and design effective posters. Supporting material and additional advice is available for both on-campus and distance students.

### **Assessment Due Date**

Week 4 Friday (3 Apr 2020) 11:45 am AEST

### **Return Date to Students**

Results and Feedback will be available in Moodle within 10 business days ( 2 weeks, excluding University vacation). You will find your mark and feedback through the Feedback studio portal on Moodle.

### **Weighting**

20%

### **Assessment Criteria**

- Demonstrated understanding of Design Thinking by providing correct information on the poster (30%)
- Demonstrated synthesis and summarising skills by displaying a clear and concise message on the poster (30%)
- Ability to effectively use visualisation techniques, structure, aesthetics and layout on the poster (20%)
- Demonstrate a breadth and depth of research by using a minimum of 3 academic sources (10%)
- Correct use of the APA referencing system (10%)

See Moodle for a more detailed assessment rubric. Late submission and academic misconduct penalties apply as per the university regulations.

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

ONE SINGLE A2-sized PowerPoint slide; Please submit on Turnitin via Moodle

### **Learning Outcomes Assessed**

- Develop an advanced and integrated understanding of design thinking
- Interpret and successfully apply knowledge related to design thinking and personal development via a range of creative media.

### **Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility

## **2 Group Presentation and Group Report**

### **Assessment Type**

Group Work

## Task Description

At the start of term, you are required to join a team (3-5 students per team). Throughout the term, teams will undertake the following activities:

- identify a significant community or societal problem, **within their area** (e.g., Melbourne students in Melbourne, Sydney in Sydney & Distance students in their local area/ region etc.) that could be addressed/improved through Design Thinking (the problem may be of a social, economic or environmental nature);
- use Design Thinking tools, techniques and mind-set to develop ideas for innovations that address/improve the problem you have identified;
- consider future steps to launch potential innovative solutions to your chosen problem;
- present the Design Thinking process that you have applied to identify the problem and reach potential innovative solutions; and
- develop a written report critically exploring the use of ONE tool or ONE phase of the Design Thinking process that your group utilised to undertake and complete the assessment.

You will have the opportunity to experience and apply relevant tools and techniques throughout the term and you are **STRONGLY** encouraged to actively and creatively make use of opportunities provided in-class (on-campus students) and online (distance students) to practice and refine your Design Thinking skills.

This is a **GROUP** assessment that consists of **two components**:

1. Oral presentation of your group's Design Thinking process
2. Written report, critiquing one aspect of the group's use of Design Thinking towards the completion of the group project.

### **Presentation:**

The presentation reports on the Design Thinking activities your team has carried out to deeply understand the problem you have chosen and to achieve potential innovative solution(s) to said problem - there is no maximum of activities you should carry out as this depends upon how you progress with your problem finding and deep dive, and whether you have repeated some activities multiple times. However, as an absolute minimum, you are expected to report on **10 activities as per the prescribed textbook**. Your presentation must cover the following:

1. What activities have you carried out and why?
2. What were the outcomes of each activity?
3. What outcome(s) did you choose to bring into the next activity and why?
4. Where - within the Design Thinking process - are you at the point of presenting?

You should ensure that you go beyond purely describing the activities and instead include some **critical evaluation of the tools' merit** to your particular Design Thinking process. The description of activities, tools and techniques requires **references to relevant literature** and **evidence of your involvement with these activities**. You can evidence this, for instance, by including photographs of your activities that you should be compiling for your blog in assessment 3 anyway, but please remember that this group report deals with your **ACTIVITIES** and their **OUTCOMES**, not with the **REFLECTIONS** on your personal learning - the latter is the content of assessment 3. An absolute **minimum of 10 academic references is required**. Further supporting material is available in Moodle.

Presentations should be **between 13 and 15 minutes** in duration - presenters will be stopped if they go over the 15 minute mark. Each team member should contribute roughly equally. **Presentations should make use of PowerPoint slides, which have to be submitted via Moodle by the given deadline**. You are **STRONGLY encouraged to utilise other visual aids** (printed diagrams, prototypes, etc.) to support your presentation.

On-campus students: You will present live in class during the workshop in week 10 or 11. Students who do not attend their timetabled workshop class or are late for their presentation will receive a mark of 0 (zero) for the entire presentation component; if unforeseen emergency situations occur, clear evidence thereof is required to avoid this penalty.

Distance students: You may choose to deliver your presentation live to the unit co-coordinator via video conference in week 10 or 11 or record your presentation and submit the video file via Moodle or YouTube. If you select the latter option, you should record each team member presenting their part of the presentation and then combine the recordings into one single video file. Please note that it is important that you are visible in the presentation video - hence, submitting slides with voice-over is not sufficient for this assessment. It is recommended you use software such as Camtasia or zoom, which allows you to be in the video, while also giving you the opportunity to share your PowerPoint slides with the audience. It is your responsibility to ensure appropriate video and audio quality.

### **Report:**

This is a **GROUP** report, which should be **1,500 to 2,000 words**, excluding preliminaries, tables, figures, references and appendices. **The report will differ in content to the presentation**. To successfully complete this part of the assessment, you must critically reflect on your group's experience of carrying out Design Thinking tools for your project. You must then answer this question: **Reflect on ONE tool or ONE phase of the Design Thinking process that your group utilised for Assessment 2. In this reflection, critically evaluate your group's experience of completing this Design Thinking tool/phase for your group assessment.**

In preparing the report for this assessment, your group is required to specifically discuss what worked well and what did not work well, and where improvements might have been made. You must also refer to the relevant literature explored

towards understanding this ONE tool or phase.

An absolute **MINIMUM of 10 academic references** is required.

**\*\*\*Submission: One group member must submit the report AND the presentation slides via Moodle by the given deadline.** Irrespective of when you carry out your presentation, you will be presenting the slides you have submitted by the deadline. Changes to the slides between submission and presentation are NOT permitted.

**\*\*\*Self- and Peer-Assessment (SPA):** At the end of term, you are required to complete an SPA questionnaire, in which you are evaluating yourself and your team members; your personal SPA result will be part of assessment 3 (see assessment 3 for more details).

### **Assessment Due Date**

Week 9 Friday (15 May 2020) 11:45 am AEST

### **Return Date to Students**

Results and feedback will be available in Moodle within 10 business days ( 2 weeks, excluding university vacation). You will find your mark and feedback through the feedback studio portal on Moodle

### **Weighting**

40%

### **Assessment Criteria**

#### **Assessment criteria - Presentation:**

- Ability to describe and critically evaluate a minimum of 10 suitable Design Thinking tools/techniques that your group has utilised, alongside their outcomes (15%)
- Presentation of evidence that your group has utilised these tools/techniques (15%)
- Ability to identify how far your group has progressed in their Design Thinking process (5%)
- Demonstrate a breadth and quality of research by using a minimum of 10 academic sources (5%)
- Correct use of the APA referencing system (5%)
- Ability to work cooperatively in a work-based team to prepare a professional presentation (appropriate personal professional standards in terms of dress, verbal and non-verbal communication consistent with standards expected of professional leaders and managers in the work context) in the nominated format (5%)

#### **Assessment criteria - Report:**

- Ability to critically evaluate own Design Thinking experience (15%)
- Demonstrate a wider understanding of Design Thinking tools/phases by the use of reflection and critique (20%)
- Ability to construct a complete and professional report in the nominated format consistent with standards expected of professional leaders and managers in the work context (5%)
- Demonstrate a breadth and quality of research by using a minimum of 10 high-quality academic sources (5%)
- Correct use of the APA referencing system (5%)

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

Online Group

### **Submission Instructions**

One group member must submit the report AND the presentation slides via Turnitin on Moodle, Irrespective of when the presentation is scheduled. Changes to the slides between submission and presentation are NOT permitted. On-campus students present in class, distance students via electronic means

### **Learning Outcomes Assessed**

- Develop an advanced and integrated understanding of design thinking
- Critically analyse, reflect on and develop the key competencies and mind set required to successfully manage design thinking projects
- Critically apply design thinking methodology to creatively and analytically identify and address complex problems
- Synthesise complex data and design thinking theories to generate, prototype and critically evaluate solutions

### **Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research

- Self-management
- Ethical and Professional Responsibility
- Leadership

### 3 Individual Blog and Learning Reflections

#### Assessment Type

Reflective Practice Assignment

#### Task Description

This is an **INDIVIDUAL** assessment that consists of **three components**:

1. Blog detailing your weekly activities and learning (multi-media)
2. Reflective report, which details your learning journey and explicitly cross-references the blog (written)
3. Self- and Peer-Assessment of groups from assessment 2 (online questionnaire)

#### **Weekly blog:**

Blogs are a useful tool for yourself to keep track of activities you have carried out, as well as to nurture your writing and reflection skills. When published, blogs can also become powerful communication tools that enable you to share your experiences and learning with your stakeholders and the wider community. This assessment enables you to practice your practical blogging skills.

For this assessment, you are required to regularly record your weekly activities in the form of a blog. Blog entries need to be **time stamped and demonstrate regular engagement** with the Moodle blogging tool **THROUGHOUT the term**. Students who do not engage with the regular blogging activity and attempt to retrospectively write up their thoughts in one go at the end of term will lose out on important marks. **Blog entries MUST NOT BE EDITED** - if you wish to add or change something you wrote earlier, please write another entry instead of editing and outline what you would change.

You should make sure your blog entries are reflective in nature, rather than merely describing the activities you have carried out – a template will be provided in Moodle to help you with this and on-campus students will be encouraged to use some of the class time to record their reflections. The fact that you are recording your activities and learning on a weekly basis helps you develop your group report (assessment 2), as well as the reflective report (assessment 3). You are strongly encouraged to add photographs, images, videos or other supporting material that may help you reflect. There is no prescribed maximum of entries or words per entry as experience showed that many students find this a useful learning exercise that they want to utilise to its full potential. However, the absolute minimum is 8 time-stamped entries spread across the term. It is best to write at least one entry per week and each entry should be no shorter than 150 words. The blog component of assessment 3 is part of the assessment requirements and markers will check it for completeness, suitability as a communication tool, and reference material for your reflective report. However, please note that you will not receive detailed written feedback about the blog content.

#### **Reflective report:**

While the blog is built throughout the term, the reflective report is to be developed towards the end of the term, as it requires you to present a critical self-analysis and reflection of your learning as a result of experiencing Design Thinking activity within this unit. The self-analysis and reflection must consider your personal development, as well as the development of your knowledge of Design Thinking topics. As a conclusion, students are to develop an action plan of key events and activities that they can undertake over the next 6 months to acquire any knowledge, skills and behaviours identified as requiring development. The reflective report should be submitted as a Word document with a length of **2,500 words (+/- 10%)**, excluding preliminaries, tables, figures and references. Your reflective report must make reference to appropriate academic literature and theory in a critical way. Moreover, the report **MUST** explicitly reference appropriate evidence in your blog using a clear cross-reference system. The reflective report must make use of at least 10 high-quality academic references (APA style).

#### **Self - and Peer - Assessment (SPA):**

You are required to fill in an online questionnaire, evaluating yourself and the peers you worked with for assessment 2 according to various team working criteria. This SPA questionnaire will be open for two weeks at the end of term and you will receive email communication about it. You are required to provide candid and fair evaluations of yourself and your group mates and – in controversial cases – you may be required to provide additional evidence to back up your evaluations. Please note that there is **NO** extension to the cut-off point for this SPA questionnaire and late completion is **NOT** possible – students who fail to fill in the SPA by the given deadline will receive a mark of 0 (zero) for this component of assessment 3.

#### Assessment Due Date

Week 12 Friday (5 June 2020) 11:45 am AEST

#### Return Date to Students

Results and Feedback will be available in Moodle on certification date

#### Weighting

40%

## Assessment Criteria

- Demonstrate regular use of the weekly blog by providing clear cross-referencing between report and at least 8 time-stamped meaningful blog entries THROUGHOUT the term (20%)
- Demonstration of candid and critical self-analysis, including reflection on knowledge AND personal development directly linked to examples of own behaviour to identify personal strengths and weaknesses (30%)
- Ability to devise an action plan, supported by literature, that addresses key development needs and identifies specific activities and appropriate time frames for implementation (20%)
- Demonstrate a breadth and quality of research by using a minimum of 10 high-quality sources (10%)
- Correct use of the APA referencing system (10%)
- Contribution to the group in assessment 2 as evaluated by yourself and your group members (Self - and Peer - Assessment) (10%)

## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

## Submission

Online

## Submission Instructions

Please submit via Turnitin on Moodle

## Learning Outcomes Assessed

- Critically analyse, reflect on and develop the key competencies and mind set required to successfully manage design thinking projects
- Critically apply design thinking methodology to creatively and analytically identify and address complex problems
- Synthesise complex data and design thinking theories to generate, prototype and critically evaluate solutions
- Interpret and successfully apply knowledge related to design thinking and personal development via a range of creative media.

## Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem