

Design Thinking, Project Management, and Entrepreneurship

Course Description

The goal of this course is to introduce MFA students to the principles of design thinking, project management, and entrepreneurship in order to prepare them to successfully fill leadership positions in the collaborative, multi-disciplinary creative workplace of the 21st century.

Prerequisites

Graduate standing in an arts-related field: visual art, art history, visual studies, music, theatre, etc...

Overview of Course

The purpose of this course is to prepare MFA students for their potential involvement in careers that bring together creativity, design, and entrepreneurship, developing their skills in leadership and project management while building on their existing creative competencies. The workplace of the 21st century is competitive, yet values those who can collaborate in multi-disciplinary teams, who can generate novel solutions to complex problems, and can apply those ideas in order to produce practical, feasible, and viable ways and means to improve the quality of human life. Students in this course will engage in group projects that will allow them to engage with all aspects of leadership and management, from the initial ideation of a concept through prototyping, evaluation, planning, budgeting, scheduling, and execution of the idea.

Course Requirements

Texts and Materials

Meredith, J. and Mantel, S (2012) *Project Management, A Managerial Approach*, 8^h Edition. John Wiley & Sons. Hoboken, NJ. ISBN: 9780470533024

Barringer, B. and Ireland, R.D. (2011). *Entrepreneurship: Successfully Launching New Ventures*, 4th Edition. Prentice-Hall ISBN 978132555524

Cross, N. (2011). *Design Thinking: Understanding How Designers Think and Work*. New York: Berg. ISBN 9781947886378

Course Outcomes and Assessments

Course Outcome	Course Objective	Assessment	Weight
Develop a theoretical basis for art/design practice	Understand the principles of design thinking, project management, and entrepreneurship.	Written assignments (other than course project) and quizzes	25%
Develop a practical basis for art/design practice	Develop essential skills in leadership, planning, budgeting, estimation, monitoring, controlling, evaluating, team-building, and other skills related to project management and entrepreneurship.	Presentations	25%
Develop an intellectual community	Assume a variety of roles in multi-disciplinary group projects, working from ideation to execution of a concept.	Class participation	25%

Prepare for professional research, development, and distribution	Critically evaluate the group project experience, reflecting on what has been learned from both success and failure; share findings with the class and generate possible practical applications for the group's product.	Course project	25%
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Assessment and Grading Criteria

A = Excellent (100-90%)

B = Above Average (89-80%)

C = Average (79-70%)

D = Inferior (69-60%) [passing but not necessarily satisfying degree requirements]

F = Failure (59% or below)

Lesson Schedule

Week—Topic	Lesson	Assignment
1. The Deep Dive: the intersection of art, design, and business	Video: The Deep Dive (IDEO YouTube clip) Lecture: from art to <i>artrepreneurship</i>	Choose a business that has been successful through the intersection of art, innovation, and entrepreneurship. Write a 2 to 3 page summary and analysis of the reasons why the company is successful.
2. Design Fundamentals	a. Lecture: envision, explain, evaluate b. Group discussion: generate a list of the principles of design; make a list of existing products that demonstrate each principle. c. Introduction to Course Project: Identifying Opportunity and Problem-Finding	Part I: Generate a list of at least 5 genuine problems for which you think that a multi-disciplinary solution could be achieved. Part II: Identify at least 5 opportunities for innovation.
3. Failure and Success	a. Lecture: Fail Early and Often—how failure teaches us as much as success. b. Group discussion: famous failures. Students are allowed 15 minutes to do online research into people or companies that became successful following failures. Share results. Choose one to present to group. Presentation must incorporate at least one artistic element (visual, musical, theatrical, poetic, etc.). 1-hour time limit to prepare; 5-minute presentation.	Group Project Task: Group members determine a weekly time and place to meet. At the first meeting, share ideas generated in Week 2. Select an idea to be the focus of the group project. Assign research investigations to be completed by Week 4. Each week, the assignments will primarily be conducted during the group meetings outside of class. Group members will rotate the role of reporting to the class the following week in order to share their progress and/or the way they have met specific objectives.

		Individually, students will complete a reflective journal, with a minimum of one page of writing per week. This journal will be due Week 15 of the course.
4. Preparation and Planning: being mindful of the process	Lecture: Project Management—planning and preparation as the foundation of success	Groups create a plan for their project, bearing course requirements for mid-term critique and final completion in mind.
5. Budgeting and Estimating	Guest Lecturer from School of Business to give presentation on budgeting and estimating	Groups create a sample budget based on estimated costs for their project.
6. Building teams and team dynamics, assembling human resources	Guest lecturer from Human Resources to discuss finding and hiring employees.	
7. Leadership and Communication; managing employees	Communication exercise. Instructor-led situational scenarios related to leadership, communication, and employee management	Groups discuss how the material presented in class might affect their group’s work.
8. Mid-term Project Check/Critique	Groups share progress on projects	Groups reflect on the critique and make changes in response to what they have learned.
9. Prototypes	Lecture: design thinking meets design doing—why prototypes are an essential part of innovation Groups meet in class to begin planning how to prototype their project ideas.	Groups create their prototype and prepare it for presentation to the class.
10. Ethics, Empathy, and Human-Centricity	Lecture: the importance of innovation to improve the quality of human life while keeping an ethical perspective.	Groups continue to work on their projects. Report to the class should include human impact or importance of the product under development.
11. Testing your ideas: taking prototypes into the field; evaluating business opportunities; determining feasibility	Present prototypes to the class. If possible, the class can then go into a common area frequented by many students (dining facility, etc) and present the prototypes to students who are not in the class, gathering data and feedback that will be incorporated into the product. If the product is not suitable to that setting, it will be the group’s responsibility to find a suitable venue for field testing.	Groups discuss the field tests of their prototype and implement changes made as the result of information gathered.
12. Writing a business plan; creating a marketing strategy	Guest lecturer from the school of business to demonstrate creating a business plan and marketing strategy.	Groups develop a business plan and marketing strategy.
13. Evaluating risk, preparing for contingency, handling change	Lecture: the pros and cons of risk. What to do when things go wrong. Groups investigate “worst-case scenario” situations and brainstorm ways to overcome these situations.	Groups continue to work on product development and begin to prepare for their final presentation, assigning tasks and roles. The final project must include: a. The product

		<ul style="list-style-type: none"> b. a written explanation of the problem that the product can solve or the opportunity that the product can address c. a business plan d. a budget e. a marketing plan f. a report on what was learned by field-testing the prototype and changes that were made as a result g. an overview of what human and financial resources would be necessary in order to produce the product on a wider scale h. the ethical and/or human impact of the product i. a sample contract for production of the product j. a statement about the specific way each group member took a leadership role at different parts of the journey from ideation to execution.
14. Negotiations and contracts	Guest lecturer from the School of Law to give an overview of negotiations and contracts.	Continue to work on the product
15. Work Week	Groups may use the class period to meet and to discuss their preparations with the instructor as needed.	Continue to work on the product Reflective Journal due
16. Finals Week	Final Group Presentations Peer evaluation Self-evaluation and reflective analysis	

Policies and Procedures

Late Work Policy

Work must be submitted on the stated due date. Assignments may be subject to a 10% reduction in grade per day the assignment is turned in after the day it is due. It is therefore in your best interests to turn in your work on time. If you know that your work will be delayed due to a reasonable mitigating circumstance for which you have documentation, please contact me prior to the due date so that we may discuss your options. Mitigating circumstances would include the death or serious illness of an immediate family member (parent, spouse, child), your own serious mental or physical illness, a major weather emergency, or your own military deployment. Malfunctioning computer equipment, software, or lack of an internet connection do not count as mitigating circumstances. For further information please contact me directly.

Guidelines for Written Work

All written materials and assignments must be typewritten or word-processed utilizing the following format. Except for the active reading notes, NO handwritten papers will be accepted.

- 1-inch margins

- Times New Roman, size 12, black
- Double spaced
- Heading: your full name, the date, and the assignment title at the top of the first page
- Correct use of citations, if applicable
- Included illustrations, if any, must be located at the end of the document (not in line with text), accompanied by correct citations, and DO NOT count towards total page length of the assignment.

EVERYTHING that is not the student's own work, words, or ideas must be CITED correctly including all images used in written work and/or presentations.

APA format for citing works of art:

Format: Artist (last name, first name), artist's role (in parentheses i.e. Artist, Architect), title, the work type, in brackets [Painting, Cathedral, Chair], country/city/state of origin, and repository. Include URL or other identifying material about source, if needed.

Example: Cattelan, Maurizio. (Artist). (1997). *Novecento (Twentieth Century)*. [mixed media]. Sydney: Museum of Contemporary Art. Retrieved May 2, 2009 from <http://www.bos2008.com/app/biennale/artist/61>

To find the correct way of citing other materials according to APA format, see <http://owl.english.purdue.edu/owl/resource/560/01/>

Wikipedia is NOT an acceptable source in scholarly research or writing. Do not use it. Do not cite it.

You may utilize the Sweetland Center for Writing for assistance in writing papers. The Center is located at 1210 North Quad, 105 S. State St, Ann Arbor. Phone 736-764-0429. <http://www.lsa.umich.edu/sweetland/> email sweetlandinfo@umich.edu

Attendance Policy

Attendance is mandatory. Much of the content of this class occurs **in** class. Part of the student's responsibility in this class is to share his/her thoughts, views and perspectives on issues and readings with classmates, no matter how rough or refined. This is not possible if the student is not present in class.

Therefore, whether absences are excused or unexcused, they will have a decided impact on the student's final grade. After three absences, every additional absence will lower the final grade for the course by one letter grade. In addition, any combination of three tardies or instances of leaving early will count as one absence. Students may want to reconsider taking this section if extenuating circumstances hinder regular class attendance. If a student needs to be excused from class for religious reasons or due to university-sponsored activities, official policy asks that he/she provide a written note prior to the absence and make up the work (see below).

Students may write a 2-page précis on the day's assigned readings in order to make up for discussions missed due to absences, but only for the first three absences. NO extra credit will be given to make up for excess absences.