

《设计思维：创业与管理中的创新方案》教学大纲

一、课程基本信息

开课单位 (学院)	创管学院	课程代码	SEMI1101.3
课程名称	《设计思维：创业与管理中的创新方案》	英文名称	Design Thinking: Innovative Solutions in Entrepreneurship and Management
学 分	3	学 时	48
授课对象 (面向专业)	全校本科生	双语/中文/ 全英文授课	双语
先修课程	N/A		

二、课程简介和教学目的

本课程将由创管学院以创业、管理为主要研究方向的教授团队共同讲授。本课程致力培养学生创新、创业、管理的动机、动力、能力、及自主性。通过课程训练，学生将深度理解设计思维在创业、管理、服务、制度建立、及方案实施中的多场景应用。通过课程学习及在所参与课程项目中的反复练习，学生将系统性学习创业与管理过程中如何运用设计思维创造性地感知问题、定义问题、创新地制定/实施/迭代扎实有效的解决方案。

三、教学内容、教学方式和学时安排

课堂教学内容	教学进度和学时安排	教学方式
第一部分 <ul style="list-style-type: none">课程设置、安排与评价体系；感知问题、定义问题、解决问题实操；小组方案展示及反馈；每位教授教学内容预览。	第1周 周一 4 学时	首次项目汇报、评价、指导
第二部分 <ul style="list-style-type: none">什么是创业管理中的设计思维。	第1周 周三 4 学时	课堂教学、案例讨论、文献阅读、讨论；项目实施及辅导
第三部分 <ul style="list-style-type: none">创业与管理中的用户痛点与机会识别。	第1周 周五 4 学时	课堂教学、案例讨论、文献阅读、讨论；项目实施及辅导

第四部分 <ul style="list-style-type: none"> • 创业与管理中项目相关者管理和用户画像分析。 	第 2 周 周一 4 学时	课堂教学、案例讨论、文献阅读、讨论；项目实施及辅导
第五部分 <ul style="list-style-type: none"> • 基于精益画布的创业管理方案优化与选择。 	第 2 周 周三 4 学时	课堂教学、案例讨论、文献阅读、讨论；项目实施及辅导
第六部分 <ul style="list-style-type: none"> • 中期项目汇报：感知问题、定义问题、解决问题实操； • 小组方案展示及反馈。 	第 2 周 周五 4 学时	中期项目汇报、点评、辅导
第七部分 <ul style="list-style-type: none"> • 基于同理心的可视化设计。 	第 3 周 周一 4 学时	课堂教学、案例讨论、文献阅读、讨论；项目实施及辅导
第八部分 <ul style="list-style-type: none"> • 设计思维在广告营销中的应用。 	第 3 周 周三 4 学时	课堂教学、案例讨论、文献阅读、讨论；项目实施及辅导
第九部分 <ul style="list-style-type: none"> • 创业与管理中项目商业分析及可行性分析。 	第 3 周 周五 4 学时	课堂教学、案例讨论、文献阅读、讨论；项目实施及辅导
第十部分 <ul style="list-style-type: none"> • 项目管理中的风险管理：风险的识别、评估与对策。 	第 4 周 周一 4 学时	课堂教学、案例讨论、文献阅读、讨论；项目实施及辅导
第十一部分 <ul style="list-style-type: none"> • 运营视角的项目管理：建模与案例分析。 	第 4 周 周三 4 学时	项目实施及辅导
第十二部分 <ul style="list-style-type: none"> • 综合方案汇报展示。 	第 4 周 周五 4 学时	项目总结汇报

四、考核方式和成绩评定

学生的课程成绩将由以下三部分组成：

- 课堂出勤及课堂表现 (30%)。其中，不迟到不早退的完美出勤记录占 15%；课堂表现(15%)包括老师布置的课内作业和课内考试等等。
- 综合项目期中成绩 (20%)。

- 综合项目期末路演及书面汇报成绩 (50%)。

项目评分的组成:

- a). 口头展示及书面汇报 (70%) (任课教授评分);
- b). 项目参与主动性及贡献度 (10%) (组内成员评分);
- c). 项目口头展示及书面汇报 (共 20%) (课程指定课外人员评分)。

五、推荐教材和参考书目

主要必读材料:

- Human-Centered Design Toolkit (IDEO); <https://www.ideo.com/post/design-kit>
- Design Thinking Boot Camp Bootleg (Stanford D-School); <https://dschool.stanford.edu/resources/the-bootcamp-bootleg>
- Design Thinking Comes of Age (Harvard Business Review) <https://hbr.org/2015/09/design-thinking-comes-of-age>
- Jeanne Liedtka and Tim Ogilvie, Designing for Growth: A Design Thinking ToolKit for Managers (New York: Columbia University Press, 2011)
- Jeanne Liedtka, Tim Ogilvie, and Rachel Brozenske, The Designing for Growth Field Book: A Step- by- Step Project Guide (New York: Columbia University Press, 2014)

部分推荐阅读材料:

- Goldenberg, Jacob et al. (2003), "Finding your Innovation Sweetspot," *Harvard Business Review*.
- Rosenbaum, P. R. (2019). Observation and experiment: An introduction to causal inference. Harvard University Press.
- Wilson, T. D. (2011). Redirect: Changing the stories we live by. Little, Brown Spark.

六、其他说明

- 本课程要求所有学生遵循上海科技大学最高的科学道德行为规范。任何学生有任何违反规范的行为和做法将被汇报到学校教务处及学生处处理。任何被证实的违规行为将受到处分，严重者将无法及格通过本门课程。

七、教师信息和开课单位审核意见

授课教师	杨丽凤 (签名)	邮 箱	
	2020 年 7 月 26 日	电 话	

	(签名) 年 月 日	邮 箱	
		电 话	
课程负责人 (大纲负责人)		杨丽凤 (签名)	
	2020	年 7 月 26 日	
开课单位审核意见		(签名)	
		年 月 日	

Course Syllabus

I. General Information

Course Code	SEMI1101.03		
Course Title	Design Thinking: Innovative Solutions in Entrepreneurship and Management		
Credit	3	Teaching Hours	48
Major	All undergrads in ShanghaiTech University		
Prerequisite(s)	N/A		

II. Course Description

This course will be taught by the faculty team at SEM whose research and teaching expertise center around entrepreneurship and management. The objective of this course is three-fold: (1) to foster innovation; (2) to enhance students' entrepreneurial and/or managerial motivation; (3) to equip students with the abilities to innovatively solve entrepreneurial and/or managerial problems. Throughout this course, students will develop a deep understanding of how design thinking may be used to solve problems arised in entrepreneurial, managerial, service, system development, and other business scenarios. With iterations, students will systematically learn about how to use design thinking to provide innovative solutions to tackle entrepreneurial and/or managerial problems.

III. Course Schedule

Topic	Course Schedule	In-class Activities
Part 1: <ul style="list-style-type: none">• Course design, arrangement, assessment.• First-time project presentation by students.	Week 1: 1st Class (4 hours)	Project reports, assessments, & instructions.

<ul style="list-style-type: none"> • Instructors provide feedback and directions for project improvements. • Course topics introduction by each instructor. 		
Part 2: <ul style="list-style-type: none"> • What is Design Thinking in Entrepreneurship and Management? 	Week 1: 2 nd class (4 hours)	Lecture, case and reading discussions; Project work and project mentoring.
Part 3: <ul style="list-style-type: none"> • Identifying User Pain Points and Opportunities in Entrepreneurship and Management. 	Week 1: 3rd Class (4 hours)	Lecture, case and reading discussions; Project work and project mentoring.
Part 4: <ul style="list-style-type: none"> • Stakeholder Management and Persona Analysis. 	Week 2: 1st Class (4 hours)	Lecture, case and reading discussions; Project work and project mentoring.
Part 5: <ul style="list-style-type: none"> • Use Business Canvas in Project Design and Optimizations. 	Week 2: 2 nd class (4 hours)	Lecture, case and reading discussions; Project work and project mentoring.
Part 6: <ul style="list-style-type: none"> • Mid-term project reports, assessment, and instructions. 	Week 2: 3rd Class (4 hours)	Mid-term project reports, assessments, and instructions.
Part 7: <ul style="list-style-type: none"> • Designing Better Graphs with Empathy. 	Week 3: 1st Class (4 hours)	Lecture, case and reading discussions; Project work and project mentoring.
Part 8: <ul style="list-style-type: none"> • Design Thinking in Marketing Communications. 	Week 3: 2 nd class (4 hours)	Lecture, case and reading discussions; Project work and project mentoring.
Part 9: <ul style="list-style-type: none"> • Business Feasibility and Analytics in Entrepreneurship and Management. 	Week 3: 3rd Class (4 hours)	Lecture, case and reading discussions; Project work and project mentoring.
Part 10: <ul style="list-style-type: none"> • Project Risk Management: Assessment, Evaluation and Solutions. 	Week 4: 1st Class (4 hours)	Lecture, case and reading discussions; Project work and project mentoring.

Part 11: <ul style="list-style-type: none"> • Understand Operation Models and Cases for Product Management. 	Week 4: 2 nd class (4 hours)	Project work and mentoring.
Part 12 <ul style="list-style-type: none"> • Course Finale; • Final project Presentations and Project Write-up Due. 	Week 4: 3 rd Class (4 hours)	Final project presentations. Final project paperwork due.

IV. Evaluation

Student's grade for the course will be determined by three parts:

- Class attendance and class participation (30%).
 - 15% for perfect attendance;
 - 15% for perfect in-class assignments.
- Comprehensive group project (written work and in-person presentation) for Mid-term. (20%)
- Comprehensive group project (written work and in-person presentation) for final roadshow. (50%)

Note: Evaluation of the project submission is as followed:

- a). Quality of the oral presentation and written reports (70%), evaluated by course professors.
- b). Participation initiative and quality (10%) evaluated by peers in the group.
- c). Quality of the oral presentation (20% total), evaluated by course designated individuals.

Honor Code

- Students are expected to conform to the norms of behavior and academic integrity outlined in the ShanghaiTech University Integrity Code. Any allegation of academic dishonesty will be forwarded to the Office of Student Affairs.

V. Textbooks and References

Main Required Readings:

- Human-Centered Design Toolkit (IDEO); <https://www.ideo.com/post/design-kit>
- Design Thinking Boot Camp Bootleg (Stanford D-School); <https://dschool.stanford.edu/resources/the-bootcamp-bootleg>
- Design Thinking Comes of Age (Harvard Business Review) <https://hbr.org/2015/09/design-thinking-comes-of-age>
- Jeanne Liedtka and Tim Ogilvie, Designing for Growth: A Design Thinking ToolKit for Managers (New York: Columbia University Press, 2011)
- Jeanne Liedtka, Tim Ogilvie, and Rachel Brozenske, The Designing for Growth Field Book: A Step- by- Step Project Guide (New York: Columbia University Press, 2014)

Select Recommended Readings:

- Goldenberg, Jacob et al. (2003), "Finding your Innovation Sweetspot," *Harvard Business Review*.
- Rosenbaum, P. R. (2019). Observation and experiment: An introduction to causal inference. Harvard University Press.
- Wilson, T. D. (2011). Redirect: Changing the stories we live by. Little, Brown Spark.

VI. Instructor Information

Instructors	_____	Email	
	Signature / Print Name		
	_____	Tel	
	Date		
	_____	Email	
	Signature / Print Name		
	_____	Tel	
	Date		
Course Director	_____ Signature / Print Name Date		
Approved by	_____ Signature / Print Name Date		

附：编写说明

1. 大纲采用中英文双语填写。
2. 课堂讲授一般 16 个学时计 1 学分，实验、实践一般 48 学时计 1 学分。
3. “课程简介”、“教学目的”、“教学内容”、“考核方式”等栏目的填写尽可能详实准确，使学生能够清楚明白本课程的性质、目的、内容和要求等。
4. “考核方式”由授课老师自定。上科大研究生和本科生课程考核成绩统一使用等级制，为便于成绩存档和查询，要求授课教师在“成绩评定”同时提供百分制和等级制成绩。具体参照上海科技大学成绩管理相关规定执行。
5. “教师信息”中，“课程负责人”是在有多位教师讲授同 1 门课的情况下，设置的主持教授，负责组织课程和教学大纲的编写，如该课程由 1 位课程教师独立授课，“课程负责人”信息无需重复填写和签名。