Brandeis University
Graduate Professional Studies

DESIGN OPERATIONS AND LEADERSHIP // COURSE SYLLABUS // SPRING 2019

I. Course Information

Design Operations and Leadership
RUCD 170
January 2019 – March 2019;
Course week runs from Wednesday through Tuesday

Instructor Information **Dave Lumerman**
Master in Human Computer Interaction (HCI)
Rensselaer Polytechnic Institute (RPI)
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Virtual Office Hours / Availability
Please use the Private Forum in LATTÉ for any direct communications with me throughout the semester. Send me a message to arrange for time you would like to speak with me directly. I am more than happy to address any questions or concerns that might come up. The Private Forum is also the best way to reach out for more direct help with the course material or assignments.

As needed, I will be holding open door Zoom sessions. These will be announced in the Course Announcement section of LATTÉ in advance.

Document Overview

This syllabus contains all relevant information about the course, including: its objectives and outcomes; the grading criteria; the texts and other materials of instruction; and of weekly topics, outcomes, assignments, and due dates. Consider this your roadmap for the course. Please read through the syllabus carefully and feel free to share any questions that you may have. Please print a copy of this syllabus for your reference.

Course Description

Catalog Description

In this course students will learn the strategies for effective leadership of design teams and processes, particularly from an institutional/business perspective. Operational topics include: building effective teams; project management; cost analysis; and resource allocation. Leadership components include: models and methods of leadership within the contexts of conception, design, implementation; operational leadership for products, processes and systems; and leadership models and theories such as the Four Capabilities Leadership Framework.

Overall Course Outcomes

Upon completion of the course students will be able to:

1. Describe the importance of effective team leadership to build, grow, and manage user-centered design teams to drive innovation as well as to promote the team's work within the organization;

2. Explain the practical responsibilities pertaining to project management, cost analysis and resource allocation for a UCD team;

3. Evaluate a variety of leadership models and theories and their effective use for user-centered design;

4. Develop ways to assess organizational dynamics by leveraging negotiation, facilitation, and listening skills for UCD leadership;

5. Identify and anticipate potentially challenging situations to navigate cross-functional collaborations within an organization;

6. Synthesize understanding of UX methodologies for conception, design, collaboration and implementation in order to develop and evolve a team's unique framework to bring a project from start to finish

Instructor's Note

Thank you for registering for this course! I am looking forward to working with each of you this semester as your **Brandeis GPS Instructor for Design Operations and Leadership.**

Our robust exploration of leadership theories, strategies and techniques for design will provide us all with fascinating new entryways into the rich terrain of our rather unpredictable daily real-world challenges. I am excited to see what interesting new critical discourse grows from our collaborative learning, reflection and interactions this semester as we dive into the core topics and themes for this semester's work together.

I have worked to make the procedures that we will use clear to everyone through this syllabus and through the materials posted in the LATTE course. Please familiarize yourself with these materials and feel free to ask me any questions that you may have.

I am happy to work with you individually and as a class to help you learn and apply the newly-acquired skills and concepts presented in the course. I encourage you to ask questions when you are unsure of something &/or whenever you need help or clarification. And I definitely want you to dig in and respond to your classmates' questions when you believe you have the answer — *In explaining how to approach problems, we learn more ourselves*. We will all learn from each other, and I hope that we'll have open and enriching discussions as we move forward!

Each week in the course reads like a good book with a beginning, middle and an end. There is a recorded overview of the week, the class materials including video, audio, articles and links, plus the message board component, and finally the weekly wrap up that touches on the materials and commentary from the message board. This final component is recorded weekly.

Once again — *welcome aboard everyone!* I sincerely hope everyone enjoys this course.

Dave Lumerman

Relevant Programs User-Centered Design

Prerequisites RUCD 101 Innovation and User-Centered Design

Materials of Instruction

a. **Required Texts**

Banfield, Richard (2016). <u>Design Leadership: How Top Design Leaders Build and Grow</u> <u>Successful</u> <u>Organizations</u>. O'Reilly Media. ISBN: 978-1-491-92920-9.

Bolton, Robert (1979). <u>People Skills: How to Assert Yourself, Listen to Others, and Resolve</u> <u>Conflicts</u>. Simon & Schuster. ISBN: 978-0-671-62248-0.

b. **Required Software and Other Supplies**

Brandeis' LATTE, Lynda and other online resources

c. **Recommended Text(s) / Journals**

A List Apart: For People Who Make Websites: http://alistapart.com
Boxes and Arrows: http://boxesandarrows.com
UIE: User Interface Engineering: Usability, Research, Training and Events: http://www.uie.com

d. **Online Course Content**

This section of the course will be conducted completely online using Brandeis' LATTE site, available at http://latte.brandeis.edu. The site contains the course syllabus, assignments, discussion forums, links/resources to course-related professional organizations and sites, and weekly checklists, objectives, outcomes, topic notes, self-tests, and discussion questions.
Access information is emailed to enrolled students before the start of the course.

To begin participating in the course, review the Welcome Message and the materials found in the Week 1 block.

Course Grading Criteria

Percent	Component
30%	**Discussions / Online Participation** Individual discussions (including original responses and replies) 3% per week, 10 weeks
70%	**Assignments One through Three** 23.3% per assessment, 3 assignments

Description of Assignments

1. Participation — Discussion Questions

Each week, students are required to post original responses to one or two discussion questions by Saturday (by 11:55pm in his/her time zone) — and *also* provide at least two substantive replies to the responses of other students in the class by Tuesday (by 11:55pm in his/her time zone).

Participation Evaluation Criteria

Question Responses 60% of Weekly Participation Grade	Max Points per Criteria
Includes your own insights into the topics, sharing your professional experiences as appropriate and your own conclusions	16
Includes references to weekly required readings and/or other external sources, cited appropriately. All original responses must draw on external references	16
Answers the question posed completely, poses questions or points of consideration to elicit responses from classmates	16
Consists of at least 250-300 words	6
Well-written — with no spelling or grammatical errors, and with the care normally exercised for the student's professional communications	6

One day late: -15 out of 30 possible raw points; more than one day late — no credit

Discussion Replies 30% of Weekly Participation Grade	Max Points per Criteria
Substantive (beyond an "I agree" or complimentary post) with: • Follow-on points from your related experiences and/or from the readings; • Consists of at least 200 words; • Follow-up questions of others to extend the conversation (encouraged, but not required)	24
Grammar / spelling / format / sources noted as appropriate	6

Posting Activity 10% of Weekly Participation Grade	Max Points per Criteria
Post the minimum number of required posts on three or more days of the course week	10
Post the minimum number of required posts on two days of the course week	5
Post any number of posts on one day of the course week	1

Thoughts on Discussions

Keep in mind that these postings to the forums will be as rich as we make them; not having a traditional classroom in which to discuss topics, we can have some interesting discussions and share our experiences during the 10 weeks. They are required to encourage you to share your knowledge and ideas while gaining from the experiences of your peers as well. You will quickly adjust to the weekly requirements and become familiar with the review criteria, and I look forward to some rich discussions.

2. **Assignments**

- Critical Retro-Analysis of a Leader
  Reflect upon a leader that left a positive and lasting impression on you

- Retrospective Analysis and Reflection
  Reflect on a time in your professional career when certain operational aspects of a project were compromised due to Poor project management; Faulty cost analysis &/or budgetary allocation or improper resource allocation.

- Process Analysis and Optimization Strategy
  Analyze a process and derive an optimization plan to move forward with as an industry leader.

II. Weekly Outline

Week 1 (January 16-22)	Introduction to the Course
Weekly Learning Objectives	1. Explain the operational activities and responsibilities that pertain to managing a UCD team 2. Describe the role of leadership for UCD, both in regards to leading a design team and guiding design efforts within an organization
Readings & Resources	• Week 1 Topic Notes • Week 1 Learning Resources • Design Leadership / Preface • People Skills / Chapters 1 & 2
Discussions	• Discussion Prompt 1: Introduce Yourself • Discussion Prompt 2: Define Design Operations and Leadership in Your Own Terms • Week 1 Discussion Replies
Assignments / Assessments	• Week 1 Reflection (Optional)

Week 2 (January 23-29)	On teams and culture for user-centered design
Weekly Learning Objectives	1. Discuss the role that an organization's size and structure plays in determining the make-up of an effective UCD team 2. Describe the roles and structure of a typical UCD team 3. Explain ways to position the UCD team to manage project-based, cross- departmental collaborations
Readings & Resources	• Week 2 Topic Notes • Week 2 Learning Resources • Design Leadership / Chapters 1 & 2 • People Skills / Chapters 3, 4 & 5
Discussions	• Discussion Prompt Responses • Discussion Replies
Assignments / Assessments	• Assignment One: Critical Retro-Analysis of a Leader • Week 2 Reflection (Optional)

Week 3 (January 30 – February 5) Measuring the value, productivity and competitive priorities of your team	
Weekly Learning Objectives	1. Analyze the steps involved in project management for a UCD project 2. Examine the management responsibilities, including cost analysis and resources utilized for a UCD project 3. Reflect upon best operational management practices and workflow
Readings & Resources	• Week 3 Topic Notes • Week 3 Learning Resources • People Skills: Chapters 6 & 7
Discussions	• Discussion Prompt Responses • Discussion Replies
Assignments / Assessments	• Week 3 Reflection (Optional)

Week 4 (February 6-12)	On Leadership: Part 1
Weekly Learning Objectives	1. Compare and contrast a variety of theories for leadership 2. Analyze potential real-life applications of each theory for leadership for both the student's current daily work as well as for the field of UCD (&/or their future use) 3. Develop hypothetical strategies to leverage over a long-term journey of personal and professional leadership development
Readings & Resources	• Week 4 Topic Notes • Week 4 Learning Resources • Design Leadership Chapter 6 • People Skills Chapters 8 & 9
Discussions	• Discussion Prompt Responses • Discussion Replies
Assignments / Assessments	• Assignment 2: Retrospective Analysis and Reflection • Week 4 Reflection (Optional)

Week 5 (February 13-19)	On Leadership: Part 2
Weekly Learning Objectives	1. Analyze a current issue in UCD leadership 2. Develop an alternative approach to UCD work based upon leadership theory and models
Readings & Resources	• Week 5 Topic Notes • Week 5 Learning Resources • People Skills Chapters 10 & 11
Discussions	• Discussion Prompt Responses • Discussion Replies
Assignments / Assessments	• Week 5 Reflection (Optional)

Week 6 (February 20-26)	Promoting the business value of design
Weekly Learning Objectives	1. Explain the business value that design brings to a company 2. Demonstrate ways that the value of UCD can be communicated to executive management, clients and other crucial 'partners' of design 3. Develop an understanding for the importance of UCD evangelism and design advocacy within an organization 4. Formulate a multipronged strategy to promote and substantiate the value of UCD to the business of an organization
Readings & Resources	• Week 6 Topic Notes • Week 6 Learning Resources • People Skills Chapter 12
Discussions	• Discussion Prompt Responses • Discussion Replies
Assignments / Assessments	• Week 6 Reflection (Optional)

Week 7 (February 27 – March 5)	Soft skills for design leaders
Weekly Learning Objectives	1. Demonstrate how the use of listening skills, negotiation, and group facilitation can be used to solve a hypothetical workplace issue 2. Analyze a challenging situation you could anticipate in the UCD world and develop solutions
Readings & Resources	• Week 7 Topic Notes • Week 7 Learning Resources • Design Leadership Chapter 7
Discussions	• Discussion Prompt Responses • Discussion Replies
Assignments / Assessments	• Week 7 Reflection (Optional)

Week 8 (March 6-12)	Facing challenges like a leader
Weekly Learning Objectives	1. Identify and anticipate potentially challenging situations to navigate cross- functional collaborations within an organization 2. Develop ways to assess organizational dynamics by leveraging negotiation, facilitation, and listening skills for UCD leadership
Readings & Resources	• Week 8 Topic Notes • Week 8 Learning Resources • Design Leadership Chapter 8 • People Skills Chapters 13 & 14
Discussions	• Group Activity Design | Interrupt | Design • Discussion Replies
Assignments / Assessments	• Week 8 Reflection (Optional)

Week 9 (March 13-19)	Putting theory to good use
Weekly Learning Objectives	1. Create meaningful connections between the theoretical aspects of UCD Operations and Leadership to the practice of daily and long-term tactical team-based design processes 2. Recommend appropriate applications of our theoretical learning to hypothetical scenarios (for team, process and other aspects related to design) that require UCD leadership capabilities
Readings & Resources	• Week 9 Topic Notes • Week 9 Learning Resources
Discussions	• Discussion Prompt Responses • Discussion Replies
Assignments / Assessments	• Week 9 Reflection (Optional)

Week 10 (March 20-26)	Next steps for design leaders
Weekly Learning Objectives	1. Discuss areas of personal interest that naturally appeal to you — areas that may prove to be valuable new terrainto include in your professional life 2. Propose ways that the knowledge about UCD operations and leadership from this course could be directly applied to managing your own career path (UCD or other) 3. Create a set of strategic plans that will further your leadership and management skills for both personal and professional use
Readings & Resources	• Week 10 Topic Notes • Week 10 Learning Resources
Discussions	• Discussion Prompt Responses • Discussion Replies
Assignments / Assessments	• Assignment 3: Process Analysis and Optimization Strategy • Week 10 Reflection (Optional)

III. Course Policies and Procedures

Orientation

All students who are new to Graduate Professional Studies or whom have not previously taken an online course are expected to have completed the Student Online Orientation course accessible from the GPS Resources block of the course homepage. This should be performed before the course start date.

Asynchronous Work

All required work for the course may be done asynchronously; i.e., students can login to the course, read/download materials, post to the forums, and submit assignments throughout the course week. Please carefully follow the syllabus and the weekly modules to help manage your time throughout the course week; once we enter week 2 or 3, students typically become much more comfortable with the pace and flow of the course.

At points throughout the semester, I will make myself available for synchronous chat sessions using the video conferencing link noted on the first page of this syllabus. These sessions will be open Q&A, and they are optional. For any group projects, students may use the asynchronous group forums available and, if they choose, they may use the synchronous group meeting rooms available.

Work Expectations

Students are responsible to explore each week's materials and submit required work by their due dates. On average, a student can expect to spend approximately 3-5 hours per week reading and approximately 7-9 hours per week completing assignments and posting to discussions. The calendar of assignments and due dates is located at the end of this syllabus, and all assignments are due by the close of the associated week (Tuesday evenings).

Late Policies

Late discussion posts are strongly discouraged as the success of class discussion is dependent upon the active engagement of all participants in the course. Late policies related to discussion posts can be found in the Evaluation Criteria section above.

Points will be deducted for late Instructional Design "Blueprint" deliverables according to the following scale:

- 1-2 days late -5 points
- 3-4 days late -10 points
- 5-6 days late -15 points
- 7 or more days late — not accepted *Late Final Projects cannot be accepted

On rare occasion, personal or professional issues do arise that may warrant an exception to the late policy above. Please notify the instructor at least 24 hours in advance of a due date if an issue arises that will make it impossible for you to meet a stated due date. Exceptions, although rare, will be considered on a case-by-case basis.

Confidentiality in the Classroom

As we proceed throughout our Discussions, I'd like to highlight a point about confidentiality in our online classroom. We can draw on the wealth of examples from our organizations in class discussions and in our written work. However, it is imperative that we not share information that is confidential, privileged, or proprietary in nature. We must be mindful of any contracts we have agreed to with our companies. In addition, we should respect our fellow classmates and work under the assumption that what is discussed here (as it pertains to the workings of particular organizations) stays within the confines of the classroom.

Finally, for your awareness, members of the University's technical staff have access to all course sites to aid in course setup and technical troubleshooting. Program Chairs and a small number of Graduate Professional Studies (GPS) staff have access to all GPS courses for oversight purposes. Students enrolled in GPS courses can expect that individuals other than their fellow classmates and the course instructor(s) may visit their course for various purposes. Their intentions are to aid in technical troubleshooting and to ensure that quality course delivery standards are met. Strict confidentiality of student information is maintained.

Grading Standards

Students are graded on demonstration of knowledge or competence, rather than on effort alone. Each student is expected to maintain high standards of honesty and ethical behavior. All assignments are meant to represent your own work. I expect students to conduct themselves courteously online. If in my judgment a student's conduct is not courteous, I reserve the right to reduce that student's grade.

How Points and Percentages Equate to Grades

100-94	A+ / A		76-73	C
93-90	A—		72-70	C—
89-87	B+		69-67	D+
86-83	B		66-63	D
82-80	B—		62-60	D—
79-77	C+		59 or <	F

Feedback

Feedback will typically be provided on assignments and the final project within 10 days of the due date. Within 7 days of the close of each week, feedback will be provided on weekly participation via the associated Weekly Participation Feedback links; you do not have to submit anything to these assignments. I will be recording your weekly participation grades and providing narratives describing your discussion posts (participation) for that week.

Calendar and Due Dates

#	Name	Available	Due
Assignments			
One	**Critical Retro-Analysis of a Leader**	Week 1 Wed, January 16	Week 2 Tue, January 29
Two	**Retrospective Analysis and Reflection**	Week 3 Wed, January 30	Week 4 Tue, February 12
Three	**Process Analysis and Optimization Strategy**	Week 5 Wed, March 13	Week 10 Sat, March 23
Recurring Weekly Work			
Response to Discussion Questions		Due by Saturday each week	
Other Substantive Posts (2 Per Week)		2 Posts due by Tuesday each week	

IV. University and Division of Graduate Professional Studies Standards

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These are policies and procedures set at the University and Division level. An instructor may not remove these sections. All instructors must make these policies unquestionably clear to students by posting related announcements to the online classroom.
Please review the policies and procedures of Graduate Professional Studies, found at http://www.brandeis.edu/gps/resources/student-handbook.html. We would like to highlight the following:

Learning Disabilities

If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this course, please contact me immediately.

Academic Honesty and Student Integrity

Academic honesty and student integrity are of fundamental importance at Brandeis University and we want students to understand this clearly at the start of the term. As stated in the Brandeis Rights and Responsibilities handbook, "Every member of the University Community is expected to maintain the highest standards of academic honesty. A student shall not receive credit for work that is not the product of the student's own effort. A student's name on any written exercise constitutes a statement that the work is the result of the student's own thought and study, stated in the students own words, and produced without the assistance of others, except in quotes, footnotes or references with appropriate acknowledgement of the source." In particular, students must be aware that material (including ideas, phrases, sentences, etc.) taken from the Internet and other sources MUST be appropriately cited if quoted, and footnoted in any written work turned in for this, or any, Brandeis class. Also, students will not be allowed to collaborate on work except by the specific permission of the instructor. Failure to cite resources properly may result in a referral being made to the Office of Student Development and Judicial Education. The outcome of this action may involve academic and disciplinary sanctions, which could include (but are not limited to) such penalties as receiving no credit for the assignment in question, receiving no credit for the related course, or suspension or dismissal from the University.

Students may be required to submit work to TurnItIn.com software to verify originality. TurnItIn is a tool that compares student assignment submissions to internet sources and a

comprehensive database of other papers. It creates a report that provide a link to possible matches and a '"similarity score". TurnItIn does not determine whether a paper has been plagiarized; individual faculty will make that judgment. All papers submitted to TurnItIn are kept in a separate reference database of Brandeis work, to be used solely for the purpose of detecting plagiarism in the future. Students retain copyright on their original course work. Allegations of alleged academic dishonesty will be forwarded to the Director of Academic Integrity. Sanctions for academic dishonesty can include failing grades and/or suspension from the university. Citation and research assistance can be found at LTS — Library guides.

Further information regarding academic integrity may be found in the following publications: "In Pursuit of Excellence - A Guide to Academic Integrity for the Brandeis Community", "(Students') Rights and Responsibilities Handbook", AND "Graduate Professional Studies Student Handbook". You should read these publications, which all can be accessed from the Graduate Professional Studies Web site. A student that is in doubt about standards of academic honesty (regarding plagiarism, multiple submissions of written work, unacknowledged or unauthorized collaborative effort, false citation or false data) should consult either the course instructor or other staff of the Rabb School Graduate Professional Studies.

University Caveat

The above schedule, content, and procedures in this course are subject to change in the event of extenuating circumstances.