

CERTIFICATE IN CREATIVE PROBLEM SOLVING FOR BUSINESS

Nº OF SESSIONS: 75

COURSE OVERVIEW

The Creative Problem Solving for Business Certificate offers a comprehensive exploration of vital design strategies, empowering participants to tackle challenges creatively and deliver groundbreaking solutions. Guided by our seasoned faculty, you'll delve into methodologies such as human-centered design, design thinking, and service design. Practical application takes center stage through project-based assignments, hands-on prototyping, and real-world business scenarios. This program equips you with the skills and insights necessary to address critical strategic issues in globalization, digitization, and servitization.

While the fundamentals of methodology are covered through lectures and open discussions, our primary teaching approach emphasizes learning by doing. Engaging interactive exercises, guided by the professor, punctuate various sessions, ensuring active participation and comprehension.

Moreover, the Capstone project integrates all facets of your learning into a tangible, real-world endeavor for an actual business. The hands-on experience garnered from this project, combined with the honed business acumen cultivated throughout the program, positions you ahead in today's competitive job market.

TOTAL ECTS: 15 ECTS

LEARNING OBJECTIVES

This course is designed to equip students with a comprehensive understanding of how design profoundly influences business strategy. Through the exploration of human-centered design principles and methodologies, it offers an innovative perspective on conventional business approaches. Participants will delve into key concepts such as design research, persona development, customer journeys, service blueprints, and other facets of business design. By bridging the gap between experience design and its tangible effects on business outcomes, students will gain invaluable insights into leveraging design as a strategic asset.

- Understand the importance of design in business.
- Learn the fundamentals of human-centered design methodology.
- Apply design thinking to business challenges.
- Use design to enhance customer experience and drive innovation.
- Develop strategies to create relevant products and services.

PROGRAM

The course will encompass five phases, each aligned with the human-centered design methodology: Kick-Off, Discover, Define, Design, and Deliver. Each stage offers a crucial step toward understanding, ideating, and implementing innovative solutions to complex problems.

KICKOFF: INTRODUCTION TO HUMAN-CENTERED DESIGN

In the first week, we will cover the essentials of human-centered design methodology, form project teams, and define clear objectives. The project challenge will be introduced, followed by a meeting with the client team to gather initial insights.

KEY ACTIVITIES

- Course Overview
- Forming the team
- Challenge Introduction
- Human-Centered Design Methodology

DISCOVER

In the Discover phase, students immerse themselves in extensive research and observation to uncover insights into user needs, behaviors, and pain points. Through techniques such as interviews, surveys, and empathy mapping, they gain a deep understanding of the problem space, laying the groundwork for subsequent phases.

KEY ACTIVITIES

- Design research
- Spatial research
- Research planning & execution Stakeholder & empathy mapping

DEFINE

Following the Discover phase, students transition to Define, where they distill the gathered insights into clear problem statements. Through analysis and synthesis of research findings, they articulate the core challenges and opportunities faced by users. This stage provides direction and focus for the design process.

KEY ACTIVITIES

- Insight Generation
- Opportunity scoping
- Problem spaces & reframing
- Personas & archetypes
- Customer Journey AS-IS

DESIGN

During the Design phase, students utilize the defined problem statements to spark a spectrum of creative solutions. Through brainstorming sessions, sketching, and prototyping, they delve into various design avenues and iterate swiftly. Additionally, they validate concepts by testing them with users. This stage promotes experimentation and cultivates innovation.

KEY ACTIVITIES

- Ideation

- Concept Building
- Lo-Fidelity Prototyping
- Customer Journey TO-BE
- User Testing

DELIVER

In the final stage, Deliver, the students define and iterate on their designs. Detailed execution plans are developed, considering factors such as feasibility, scalability, and user feedback. This stage bridges the gap between ideation and implementation. The ultimate goal is to deliver tangible outcomes that solve the identified problem and create meaningful impact for users and stakeholders.

KEY ACTIVITIES

- High fidelity prototypes
- Business models and execution plans
- Service Blueprint
- Brand Strategy
- Presenting to key stakeholders and experts
- Visualizing and pitching process and outcomes

CAPSTONE PROJECT

In this course, students apply the methodologies and tools learned in real business cases within multidisciplinary groups of 3-4 participants. Each group is guided by IE faculties in project development and entrepreneurship. Teams collaborate on specific challenges defined by collaborating companies to deliver solutions for the business. Finally, teams present their business challenges to a panel of faculty judges.

The primary objective of the capstone project is to apply the knowledge and skills acquired throughout the program in collaborative work within a real-world context, fostering practical application and innovative problem-solving.

EVALUATION CRITERIA

Your final grade in the course will be based on both individual and group work of different characteristics that will be weighted in the following way:

- A. Class participation 20%
 - B. Individual Quiz 1&2: 20%
 - C. Group Assignment 1&2: 30%
 - D. Group Final Presentation 30%
- TOTAL 100%**

A. CLASS PARTICIPATION (20%)

Three main criteria will be used in reaching a judgment about your class participation:

- **Depth and Quality of Contribution:** The most important dimension of participation concerns what it is that you are saying. A high-quality comment reveals the depth of insight, rigorous use of case evidence, consistency of argument, and realism.
- **Moving Your Peers' Understanding Forward:** Great ideas can be lost through poor presentation. A high-quality presentation of ideas must consider the relevance and timing of comments and the flow and content of the ensuing class discussion. It demands comments

that are concise and clear, and that are conveyed with a spirit of involvement in the discussion at hand.

- **Frequency:** Frequency refers to the attainment of a threshold quantity of contributions that is sufficient for making a reliable assessment of comment quality. The logic is simple: if contributions are too few, one cannot reliably assess the quality of your remarks. However, once threshold quantity has been achieved, simply increasing the number of times you talk does not automatically improve your evaluation. Beyond the threshold, it is the quality of your comments that must improve. In particular, one must be especially careful that in claiming more than a fair share of “airtime”, quality is not sacrificed for quantity. Finally, your attempts at participation should not be such that the instructor has to “go looking for you”. You should be attempting to get into the debate regularly.

B. QUIZ 1&2 (20%):

Two quizzes, each consisting of multiple-choice questions and written answers assess the content covered up to that point.

C. GROUP ASSIGNMENT 1&2 (30%)

This group assignment requires collaboration outside of scheduled session hours. Each group is tasked with crafting an interview script designed for conducting one-on-one user interviews.

D. GROUP FINAL PRESENTATION (30%)

You are also expected to complete a final project with your group and present it face-to-face at the last session. The project will allow you to reflect on what you have learned in class and apply it to some practical problems. More details of the project will be provided by the start of the course.

Evaluation criteria

- **Desirability:** Does the solution address the user’s problem? Does the user want to use it?
- **Viability:** Is the solution reasonable to succeed? Is it profitable?
- **Feasibility:** Could the solution be easily implemented? Is the technology available or easy to develop?
- **Design methodology:** Did the team use adequate design tools to explain the solutions?
- **Quality of presentation:** Does the team illustrate the solution clearly and creatively?

PROFESSOR BIO

Professor: **Knu Kim**

E-mail: kkim@faculty.ie.edu

CURRENT JOB POSITION: Creative Director/Co-Founder, Paracia

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Knu is an entrepreneur and versatile professional with over 15 years of experience in brand ownership, design strategy, creative direction, and photography. He co-founded Paracia, a footwear brand, where he currently oversees the design, branding, and various business aspects. Knu's educational journey includes obtaining a business degree from Handong University in Korea and earning an MBA from IE Business School in Madrid.

Knu's career began at LG International in Germany, where he focused on business development and corporate strategy. Following his MBA, he transitioned to a role as a Business Designer at Fjord, where he seamlessly integrated business acumen with design expertise. In addition to his professional commitments, Knu shares his knowledge as an adjunct professor at IE Business School and IE University.

Knu possesses a unique skill set that artfully combines creativity with analytical acumen and also nurtures his passion for photography.

Professor: **Joumana Mattar Moukarzel**

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CURRENT JOB POSITION: Senior Global Success Manager at Adecco

LINKEDIN URL: [linkedin.com/in/joumana-mattar](https://www.linkedin.com/in/joumana-mattar)

Joumana enjoys leading multidisciplinary teams that design products and services while managing senior stakeholders to create the necessary conditions for change to take root and thrive.

With over 16 years of experience, she has been part of several projects to embed design thinking into traditional organizations such as insurance and banking. In her current role, she also works with data and metrics to communicate the qualitative and quantitative impact that design and digital products have within an organization.

She brings this diverse experience to the classroom, as she can share from different perspectives (from small design studios to international consultancy and in-house design teams). Using hands-on methods, she invites students to envision not only the process but also the context of use as well as the internal and external users to ensure that a systemic approach has been applied.

Since she became certified in coaching, she has incorporated rituals with the teams to accompany them in the change processes and develop their organizational culture. Her latest adventure took her to Tanzania to climb Kilimanjaro!

Professor: **Ana Petra Moriyón**

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CURRENT JOB POSITION: Space Design Lead at Accenture Song

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Ana Petra is an architect and designer specializing in spatial and experience design. She began her professional experience as an architect in a variety of architectural studios and as a freelance architect. She has also had the pleasure of being a design critic and guest lecturer at various Universities such as the AA London, IED, University of Alcalá, USP CEU, and IE University. She has also broadened her knowledge in the design of smart spaces through a course at the MIT - Beyond Smart Cities: Emerging Design and Technology.

Since joining Fjord in 2019, her work has focused on designing new experiences and spaces that incorporate the digital with the physical in a variety of projects in the fields of retail, mobility, museums, workplaces, energy, and innovation hubs.

Professor: Davide Fichera

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CURRENT JOB POSITION: CEO, Creative Director at en tu Puerta

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Co-founder of Nina Mûr Eyewear and Fikera&Quiche creative agency, Davide started his career designing the ECOALF brand identity. He has been collaborating for more than 10 years with international brands such as Converse, Eastpak, Diesel, Wrangler, and Universal Music... His projects ranged from managing branding, marketing, advertising, and digital, to art direction, architecture, industrial design, and video-making projects.