

**Annenberg School for Communication and Journalism**  
**ASCJ 420: Professional Effectiveness: Building a Career through Third  
Space Thinking**

Fall 2016 (Start Date: Aug 23 –End Date: Dec 12)  
2 units – 15 weeks

|               |  |
|---------------|--|
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Class Meeting Time: Wednesdays 6:30-8:10 pm, Class Location: ANN 211

**Course Description**

**Background and Rationale:** Third Space Thinking is a communication-driven toolkit for solving problems. The toolkit is borne out of USC research which discovered that the single greatest competitive challenge corporations face today is recruiting a new skillset– not engineering skill nor business skill – but rather a *third space* of skills marked by communication and collaboration acumen. Students educated in Third Space Thinking will be skilled in group problem solving and communication effectiveness. This course builds skill in the five Third Space attributes. They are:

1. Adaptability  
Demonstrate mental agility and tolerance for risk in ambiguous situations; be flexible when handling change and less likely to rely on legacy solutions. Think beyond black-and-white to the gray areas, and ask expansive, unexpected questions that lead to better solutions.
2. Cultural Competence  
Have a capacity to think, act and move across multiple boundaries of functions, silos and global cultures, including the sometimes insular worlds of engineering, law, and business.
3. Empathy  
Formally listen to the needs of the people involved the ecosystem a product/service. Demonstrate emotional intelligence and effective listening and collaboration skills. Consider and include the views of others across a variety of disciplines, cultures and perspectives.
4. Intellectual Curiosity  
Asking questions makes the invisible visible. Have a deep hunger to learn and grow. Show a desire to dig deep – to be creative and willing to risk and experiment in order to learn. Ask questions in structured format.
5. 360 Degree Thinking  
Think holistically – understand the full ecosystem of a problem across time and multiple touchpoints, recognize patterns, and make imaginative leaps based on those patterns.

**Real World Interaction:** Students will build ACEIT skills via in class exercises and assignments. And students will use TST’s human-centric problem solving tools to develop solutions for a real world partner who will participate in the class – such as a campus entity.

**Requirements:** This is a 2-unit course for letter grade. Each week students will receive a combination of short lectures, ACEIT exercises, and problem solving exercises. Students will work in teams to create a final class project using the TST tools.

## Grading Criteria

The following percentage breakdown will be used in determining the grade for the course.

|                                       |            |
|---------------------------------------|------------|
| Readings Prep and Class Participation | 15         |
| ACEIT Training In-Class Exercises     | 15         |
| ACEIT Assignments                     | 15         |
| Problem Solving In-Class Exercises    | 20         |
| Problem Solving Assignments           | 20         |
| Final Presentation                    | 15         |
| <b>Total</b>                          | <b>100</b> |

## Class Policies and Resources

### Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.

### Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

## Schedule of Classes

### Week 1 (date: Wednesday Aug 24): Third Space Thinking Overview

#### Lecture and Discussion of Readings

The essence of the Third Space Thinking framework is as follows:

1. ACEIT skills in individuals fuel team effectiveness – Adaptability, Cultural Competence, Empathy, Intellectual Curiosity, and 360 Degree Thinking
  - a. Key is not intangibles such as good taste
  - b. Key is not a specific deliverable like a product plan
  - c. Key is not a process with rigid steps
  - d. Key is not design hard skills such as Photoshop, CAD, database engineering.
2. Converting the abstract to the tangible is essence of problem solving. TST provides tools.
3. Human centered: listen to the people who actually touch the problem in order to solve the problem – e.g. customers, partners, all internal groups (finance, marketing, and engineering). Asking questions makes the invisible visible.
  - a. Communicators historically good at getting all the voices in the room to collaborate
  - b. TST skills are critical for innovating, solving intractable problems
  - c. Talk to diverse set of users / stakeholders and iterate
  - d. Reframe problem and solution as info is gathered
4. Best when integrated into organizational culture
  - a. Cultures that embrace learn to be more adaptable, tolerant of ambiguity/risk, more responsive to human needs.

#### ACEIT Skill Building

##### *In Class Exercise*

##### Silent Interview (EMPATHY)

Empathy is defined as having the capacity to feel what another is experiencing from within the other's frame of reference. Unfortunately, most of us make snap judgements about others based on surface-level impressions like dress, hairstyle, language, etc. The Silent Interview is a very low-risk, non-threatening experience that highlights how our first impressions are often incorrect and misleading. Working in groups of three, participants "interview" each other simultaneously. What is interesting about this is interview is that no one actually speaks. Instead they answer a list of questions about one another based solely on their first impressions of one another. After a few minutes, participants share their responses with one another and learn each interviewees true responses. Followed by debrief and discussion.

##### Chair Exercise (360 THINKING)

This activity powerfully illustrates a phenomenon that occurs in most organizations in which critical information is (unintentionally) not shared with all team members. Participants are given a simple challenge to complete as a team. More likely than not, participants will experience frustration and confusion resulting from a lack of shared information. This hinders the team's ability to think holistically, recognize patterns and solve the problem easily. NOTE: This activity introduces 360 Degree Thinking to lay a foundation to ensure that information is mutually shared across the course. Followed by debrief and discussion.

#### Assignment

Students complete the following assessments as provided by instructor – due Week 2:

1. Third Space Assessment (ACEIT)

## 2. Social Styles Assessment (ACEIT)

### Readings for Next Week

1. What a Test Can Say About Your Style, NY Times - [http://www.nytimes.com/2007/08/26/business/yourmoney/26mgmt.html?\\_r=0](http://www.nytimes.com/2007/08/26/business/yourmoney/26mgmt.html?_r=0) (ACEIT)
2. The Ten Faces of Innovation, David Kelley (overview - <http://www.tenfacesofinnovation.com/tenfaces/>) (ACEIT)
3. Whiteboarding 101 - <https://goo.gl/72d0fp> (ACEIT)
4. Third Space Research - 360 Degree Thinking, p 2-4 (360 THINKING)

### **Week 2 (date Aug 31): ACEIT Skills Fuel Team Effectiveness**

#### Lecture and Discussion of Readings

ACEIT skills in individuals fuel team effectiveness – Adaptability, Cultural Competence, Empathy, Intellectual Curiosity, and 360 Degree Thinking. These skills can be formally assessed, learned and practiced. This course provides a barage of ACEIT assessments, exercises and assignments to build skill and self-awareness.

#### Problem Solving Skill Building

##### *In Class Exercise*

##### Pre-Project Team Alignment

All team members write out their working styles, objectives, needs, and pet peeves using worksheets. Team discusses and collaboratively creates a poster in the workspace. Builds team empathy and trust. Followed by debrief and discussion.

##### Pre-Project Assessment (with real-world partner)

All projects start with this process. It is an interview and survey conducted with stakeholder to understand the problem the team will address. Gathered via worksheets. Socialized with multiple stakeholders. Results in a one page problem statement. Followed by debrief and discussion.

#### Assignment

Students take home the Pre-Project Assessment worksheets generated during today’s in-class exercise. Each student creates a Problem Statement in the format provided outside of class. Secondly, each student generates list of assumptions in three column format of Unmet Needs, Reasons Why, and User Questions.

Due Week 3

### Readings for Next Week

1. Design of Everyday Things: Preface, and Chapter 1, Donald Norman (ACEIT)
2. Seek the Magic with Service Prototypes - <http://www.bloomberg.com/news/articles/2007-09-12/seek-the-magic-with-service-prototypesbusinessweek-business-news-stock-market-and-financial-advice> (ACEIT)
3. Design Research 101: Prototyping Your Service with a Storyboard - <http://www.peerinsight.com/musings/2013/5/30/design-research-101-storyboards> (ACEIT)

### **Week 3 (date Sept 7): Making Ideas Tangible**

#### Lecture and Discussion of Readings

Third Space Thinking works because of a focus on making abstract ideas into tangible materials. You make things to solve problems. For example, early in the process – when a problem is in its most ambiguous and

confounding state – a team would choose one of multiple TST tools such as Journey Map to define where and how people engage with the problem. The Journey Map process includes talking to the people identified and then including formal write-ups of their perspectives. The final Journey Map deliverable would therefore provide a much more robust insights on the problem than if the team had just say brainstormed ideas around a table. Making the Journey Map is key because it formally converts abstract and invisible ideas into a tangible building block.

At every given point in the process a team uses whatever building blocks they have created when choosing a next tool – say a Hypothesis Test or a Question Ladder (see full list of TST tools below).

All TST tools are designed to beget something tangible and all are designed around the needs of real human stakeholders (e.g. Empathy). Tools used early in the process help demystify the problem and tools used later in the process help make actual solutions – e.g. Service Blueprint, Functional Prototype, etc. This holistic emphasis on making in context to human needs begets tangible materials that are far more effective than traditional business communication formats (e.g. spreadsheets and presentation decks).

### ACEIT Skill Building

#### *In Class Exercise*

#### The Marshmallow Challenge (360 THINKING)

This is a fun exercise wherein teams *experience* simple but profound lessons in leadership, collaboration and innovation. Participants will likely learn tough lessons about how people view leadership and how that inhibits 360 Degree Thinking. This is a lesson-filled introduction to TST as a group problem solving methodology. This is the second 360 Degree Thinking activity in the course. It provides the team hands-on experience thinking holistically and working collaboratively on a problem.

#### Make a Flyer (EMPATHY)

This experiential activity brings to life the dramatic differences in how we prefer to communicate, what motivates us, and what we need from others based upon our respective Social Styles. Participants will get a heavy dose of self-awareness as well as a great deal of insight into how to better understand and communicate more effectively with people of different Social Styles.

### Assignment

n/a

### Readings for Next Week

1. Personal Styles & Effective Performance, Introduction and Chapter 1, by David Merrill and Roger Reid (EMPATHY and INTELLECTUAL CURIOSITY)
2. The Power of Why and What If, NY Times - The Power of ‘Why?’ and ‘What If?’  
<http://nyti.ms/29aWAo1> (INTELLECTUAL CURIOSITY)
3. Third Space Research - Cultural Competence, p 5-9 (CULTURAL COMPETENCE)

## **Week 4 (date Sept 14): Social Styles, Part 1: Understanding the Four Types**

### Lecture and Discussion of Readings

Social Style is a widely used behavioral style model. It has been used by thousands of organizations to improve leadership and team performance results. The system uses factor analysis to identify two scales a) assertiveness and b) responsiveness. Each person’s social style can be plotted on a matrix to identify the degree to which he or she is a) Analytic, Driving, Amiable, Expressive. This lecture provides an overview of Social Styles. Language from Social Styles will be used throughout the course.

### ACEIT Skill Building

#### *In Class Exercise*

#### T-Group (EMPATHY)

Team organizes into small groups and explores interpersonal dynamics via structured and unstructured group discussion. Process may take place multiple times during an engagement and may include video recording, role-playing, and offsite gatherings. Participants exchange feedback on how they interact with others to gain self-awareness of their own communication style, blind spots, relationship with boundaries, etc.

### Assignment

Students take the following assessment as provided by the instructor (due Week 5).

- Intercultural Development Inventory (CULTURAL COMPETENCE)

### Readings for Next Week

1. Why Human Centered Design Matters, Wired Magazine - <http://www.wired.com/insights/2013/12/human-centered-design-matters/> (ACEIT)
2. The Noun Project - <https://thenounproject.com/> (ACEIT)
3. Farewell Job Title, Hello Skill Set, by Allen Blue - <https://medium.com/world-economic-forum/farewell-job-title-hello-skill-set-3e3dbff298ef#.gvkx9pjqs> (ACEIT)

## **Week 5 (date Sept 21): Human-Centered Design**

### Lecture and Discussion of Readings

Listen to the people who actually touch the problem in order to solve the problem – e.g. customers, partners, all internal groups (finance, marketing, engineering). Asking questions makes the invisible visible.

- Communicators historically good at getting all the voices in the room to collaborate
- TST skills are critical for innovating and solving intractable problems
- Talk to diverse set of users / stakeholders and iterate
- Reframe problem and solution as info is gathered

### Problem Solving Skill Building

#### *In Class Exercise*

Hypothesis Test (with real-world partner)

Write out team assumptions on whiteboard in three columns: Unmet Needs, Reasons Why, User Questions.

Test assumptions on stakeholders (users, channel partners, etc.). Gather results and reframe.

### Assignment

Students use the Hypothesis Test questions generated in class, organize into teams, and then interview Stakeholders outside of class about the questions. Each student team delivers a Hypothesis Test report using worksheet provided by instructor. Due Week 6

### Readings for Next Week

1. Emotional Intelligence 2.0, Chapter 3: What Emotional Intelligence Looks Like, by Daniel Goleman (EMPATHY)
2. Personal Styles & Effective Performance, Chapters 2 and 3, by David Merrill and Roger Reid (EMPATHY and INTELLECTUAL CURIOSITY)
3. Third Space Research - Empathy - p 10-12 (EMPATHY)

## **Week 6 (date Sept 28): Social Styles, Part 2: Communications Versatility**

### Lecture and Discussion of Readings

This is a continuation of the discussion of Social Styles. This session educates the student on Communications Versatility. Students learn how to develop actionable strategies for working more effectively with people of each of the four Styles – e.g. how to be more versatile in their communications. They learn how to utilize the strengths of their own communication style while listening to and responding in effective ways to other people's Styles.

### ACEIT Skill Building

#### *In Class Exercise*

#### Divide the Loot (ADAPTABILITY)

This is a negotiation and conflict management activity designed to help students understand their own relationship to fairness and authority. Students are divided into two groups – Management and Employees. Each group starts its own pot of money. Each group member pays some amount into the pot but no one knows how much. The instructor takes both groups' pots of money, combines them into one, and adds his own unknown contribution. He then tells everyone how much in the combined pot. Each group has 10 minutes to decide how to fairly split the total pot amongst everyone in the room. Then Managers and Employees negotiate a final outcome.

### Assignment

n/a

### Readings for Next Week

1. Service Prototyping According to Service Design Practitioners - <http://www.servdes.org/pdf/blomkvist-holmlid.pdf>
2. Tool: Service Prototype - <http://www.servicedesigntools.org/tools/24>

## **Week 7 (date Oct 5): Service Prototype – Deep Dive**

### Lecture and Discussion of Readings

Both products and services in the 21<sup>st</sup> century typically have a service component whether as a core attribute or a minor attribute such as customer support. This lecture delves into case studies of how strategic design firms have broken down service design challenges including tools used and process for overcoming ambiguity.

### Problem Solving Skill Building

#### *In Class Exercise*

#### Journey Map (with real world partner)

Write out stages of customer engagement with your product/service as columns. Write out what happens in each stage. Test the map with users and stakeholders. Gather results and reframe.

### Assignment

Students use the Journey Map created in class, organize into teams, and then interview Stakeholders outside of class about the map. Each student team delivers a Journey Map report using worksheet provided by instructor. Due Week 9

### Readings for Next Week

1. The Development Model of Intercultural Sensitivity - <http://idrinstute.org/page.asp?menu1=15> and [http://www.idrinstute.org/allegati/IDRI\\_t\\_Pubblicazioni/47/FILE\\_Documento\\_Bennett\\_DMIS\\_1](http://www.idrinstute.org/allegati/IDRI_t_Pubblicazioni/47/FILE_Documento_Bennett_DMIS_1)

- 2pp\_quotes\_rev\_2011.pdf (CULTURAL COMPETENCE)
2. What Google Learned from its Quest to Build the Perfect Team - [http://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html?\\_r=0](http://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html?_r=0) (CULTURAL COMPETENCE)
  3. The Five Dysfunctions of a Team, Part 2 - The Model, by Patrick Lencioni (CULTURAL COMPETENCE, ADAPTABILITY)

## **Week 8 (date Oct 12): Culture and Alignment**

### Lecture and Discussion of Readings

An organization's culture has direct impact on its ability to perform and succeed. This lecture discusses the importance of culture and the benefits of having a culture that is aligned throughout an organization. Case studies demonstrating winning and losing instances of cultural alignment (and misalignment) are presented including best practices for achieving cultural alignment.

### ACEIT Skill Building

#### *In Class Exercise*

#### Pipeline (360 THINKING)

This team challenge provides boundless opportunities for innovation and lessons for increasing group communication effectiveness. Will the team implement the lessons learned from TST to elicit perspectives from the whole team or will the team struggle due to narrow thinking? NOTE: This activity will come third and will provide the team practice with their newly learned TST skills. It allows them to experience how much more successful a team can be by implementing these practices.

#### T-Group – Part 2 (EMPATHY)

Team organizes into small groups and explores interpersonal dynamics via structured and unstructured group discussion. Process may take place multiple times during an engagement and may include video recording, role-playing, and offsite gatherings. Participants exchange feedback on how they interact with others to gain self-awareness of their own communication style, blind spots, relationship with boundaries, etc.

### Assignment

Blind Spot Journal (INTELLECTUAL CURIOSITY)

### Readings for Next Week

1. Breaking Big Picture Paralysis - <http://www.business2community.com/startups/breaking-big-picture-paralysis-0355564#WH2o2CIQwZg1h6Fh.97>
2. 7 Elements of Graphic Facilitation - <https://youtu.be/S5DJC6LaOCI> (ACEIT)
3. Third Space Research - Adaptability, p 13-14 (ADAPTABILITY)

## **Week 9 (date Oct 19): Overcoming Ambiguity – Big Picture Paralysis**

### Lecture and Discussion of Readings

Team must become adept at operating in and overcoming ambiguity. Recognize common issues:

Challenge: Big picture paralysis - Occurs when the problem is so large and amorphous that no frame exists to get to the next step.

Solution:

- a) Make something, show to stakeholders. Iterate, reframe & repeat

- b) Fall back on whatever tangible data available (e.g. ask who are stakeholders, what do they want, etc.)

Challenge: Overcontrol – ambiguity leads to anxiety which leads to desire to control. Control limits collaboration and sharing of ideas.

Solution:

- a) Check how much team members insist on their point of view  
b) Facilitate team decision versus having someone dictate

### Problem Solving Skill Building

#### *In Class Exercise*

Selective Prototype (with real world partner)

Effective prototyping is about selecting the information you need to learn about in this iteration. It is okay to not have the full experience in every prototype you make. Determine 1-2 things that you want to learn about and make a low fidelity prototype. Bias toward fast turn-around. Bias toward physical/tangible. Use throw away materials – paper, foam core, models, single page designs.

### Assignment

Students use the Selective Prototype materials generated in class, organize into teams and build materials of their choice for their Selective Prototype v1 Assignment. Materials may include: System Flows, Ecosystem Models, Storyboards, Question Ladders, etc. Due Week 10

### Readings for Next Week

1. Korn-Ferry ProSpective Assessment - <https://linkedin2.kornferry.com/>
2. Emotional Intelligence 2.0, Chapter 5: Self Awareness Strategies, by Daniel Goleman (EMPATHY)
3. 5 Ways to Become More Self Aware - Harvard Business Review - <https://hbr.org/2015/02/5-ways-to-become-more-self-aware>

## **Week 10 (date Oct 26): Self Awareness**

### Lecture and Discussion of Readings

This lecture explores methods and assessments for improving one's self awareness. Class discusses merits of methods described in the readings. Instructor provides data driven explanation of what self awareness is, how it can be quantified, and how individuals can increase it in themselves.

### ACEIT Skill Building

#### *In Class Exercise:*

BARNGA (CULTURAL COMPETENCE)

This classic simulation game focuses on cultural clashes. Players learn how to reconcile differences and become more self-aware in order to avoid miscommunications.

### Blind Square (360 THINKING\_

Perhaps the most challenging activity on the list, this activity requires teams to have achieved very sophisticated levels of communication and teamwork. It is a brief exercise in which teams must communicate even though they can't see each other because they are wearing blindfolds. The team is given a length of rope and must lay it out on the ground to create a perfect square.

### Assignment

Students take the Entrepreneurial Aptitude Test online. Due Week 11.

### Readings for Next Week

1. IDEO on Embracing Ambiguity & the Economist on Design Thinking - <http://www.core77.com/posts/25231/IDEO-on-Embracing-Ambiguity-n-the-Economist-on-Design-Thinking>
2. Dancing with Ambiguity: Causality Behavior, Design Thinking, and Triple-Loop-Learning - [https://www.researchgate.net/publication/262289320\\_Dancing\\_with\\_Ambiguity\\_Causality\\_Behavior\\_Design\\_Thinking\\_and\\_Triple-Loop-Learning](https://www.researchgate.net/publication/262289320_Dancing_with_Ambiguity_Causality_Behavior_Design_Thinking_and_Triple-Loop-Learning)
3. The Lean Product Playbook, Introduction + Chapters 1 and 2, by Dan Olsen

### **Week 11 (date Nov 2): Overcoming Ambiguity: Step Reliance**

#### Lecture and Discussion of Readings

This is a continuation of one of the most difficult to learn (and valuable once learned) issues in the Third Space Thinking toolkit. Challenges and case studies are presented. Students discuss and debate examples from the readings.

Challenge: Step Reliance - TST is not a step by step process that you follow that delivers repeatable results.  
Solution:

- a) Be flexible. Recognize that each iteration may be different from the last.
- b) Tools and strategies used – and the sequence in which you use them - will change based on the question the team needs to address. It is common for the project plan to conflict with the right thing to do.

Challenge: Exhaustion - Even after several iterations the team will be oppressed by what's unknown.  
Solution:

- a) Optimism that problem can be solved
- b) Positive leadership
- c) Safe Culture

#### Problem Solving Skill Building

*In Class Exercise:*

Building Partnerships Map (with real world partner)

The Building Partnerships Map helps facilitate the development of a partnership between two groups. Use provided worksheets to break down the partnership into stages. This helps you anticipate potential roadblocks as well as think through realistic collaboration points at each stage. Deliver to real world partner for potential usage with 3<sup>rd</sup> party partner.

#### Assignment

Students work on their Selective Prototype v1 outside of class. Due Week 12

### Readings for Next Week

1. Harvard Business Review on Negotiation and Conflict Resolution, Chapter 3: The Team That Wasn't (ADAPTABILITY)
2. The Lean Product Playbook, Introduction + Chapters 3 and 4, by Dan Olsen
3. Third Space Research - Intellectual Curiosity, p 15-18 (INTELLECTUAL CURIOSITY)

### **Week 12 (date Nov 9): Conflict Resolution**

#### Lecture and Discussion of Readings

This lectures presents research on patterns that emerge from humans in conflict. It provides best practices

for two or more parties to negotiate and find solutions to disagreements.

### ACEIT Skill Building

*In Class Exercise:*

#### Conflict Resolution

This activity walks participants through framework for managing internal conflicts effectively. Developing skills to resolve internal conflicts effectively is one of the biggest challenges in today's business world and is vital to success.

### Student Presentations

Selective Prototype v1 Student Presentations (ACEIT)

### Assignment

Students take feedback from Selective Prototype v1 presentations and prep Selective Prototype Final Presentations. V2 due Week 14

### Readings for Next Week

1. When You're Innovating, Resist Looking for Solutions - <https://hbr.org/2013/09/when-youre-innovating-resist-1/>
2. The Lean Product Playbook, Introduction + Chapter 11 (End to End Case Study), by Dan Olsen

## **Week 13 (date Nov 16): Problem Space versus Solution Space**

### Lecture and Discussion of Readings

This lecture provides language to explain the important distinction between the problem space and the solution space. When in the Problem Space you are seeking to understand, gather constituent needs, and create prelim sketch for iterations of feedback. The Solution Space is about executing on the learnings from the Problem Space – e.g. actually creating the product or service. The two spaces interact and feed one another. However keeping the spaces separate during the development process enables the team to more systematically and efficiently reach a valuable solution.

### ACEIT Skill Building

*In Class Exercise:*

#### Nuclear Reactor (ADAPTABILITY)

A final and highly challenging activity to see how well participants apply Adaptability lessons to overcome ambiguity and create innovative solutions.

### Assignment

n/a

### Readings for Next Week

1. Managing Transitions, Chapter 6: How to Deal with Non-Stop Change, by William Bridges (ADAPTABILITY)

## **Week 14 (date Nov 23) From Concept to Delivery**

### Lecture and Discussion of Readings

TST isn't about delivering neat ideas. It's about enabling an organization to deliver better, actual working

products/services and happy customers. TST can follow an initiative from the concept stage all the way through to delivery to customers.

### Student Presentations

Students take feedback from Selective Prototype v2 presentations and prep Selective Prototype Final Presentations. V3 due Week 15. Students may request instructor's permission to deliver their V2 presentations via Blackboard instead of in person.

### Readings for Next Week

n/a

### **Week 15 (date Nov 30) Final Student Presentations**

#### Lecture and Discussions of Readings

Short discussion followed by student presentations.

#### Student Presentations

Students present their final Selective Prototypes to real world partner.

After final presentations students brainstorm possible future class projects to make facets of USC better.

## Instructor Bio

### Chris Swain

Chris Swain is an entrepreneur, designer, author, and founding member of the strategic design firm R/GA Interactive in NYC ([www.rga.com](http://www.rga.com)). R/GA grew from 4 people to over 200 designers, engineers, and artists and \$0 to over \$50mm in annual revenue during his time with the company. R/GA now has 14 offices on four continents and over 1800 employees. Chris led strategic design initiatives for clients that include: Intel, IBM, Sony, AT&T, Disney, NASDAQ, Kodak, Enterprise Rent-A-Car, Warner Brothers, Discovery, BBC, and many others.

Chris is also a longtime USC faculty member. At USC he co-founded the Electronic Arts Game Innovation Lab and was one of the original game faculty at the university. Via his lab Chris explored play mechanics in a research setting. He developed methodology to solve hard UX problems with original play mechanics. His thesis students have gone on to win multiple Game of the Year Awards in industry. Chris led many other projects at USC including for Rockefeller Foundation, Gates Foundation, Annenberg Center, LA Times, and the US National Counterterrorism Center. His USC lab project, *The Redistricting Game*, is a staple in the redistricting reform community. His game, *Ecotopia*, was created in collaboration with Conversation International and translated in-game actions by players into real world impact – specifically in into thousands of trees being planted in the Brazilian rain forest.

In industry, Chris led game projects for companies that include: Microsoft, Sony, Disney, Activision, NBC, MTV, Game Show Network, Turner Network Television, and others. His game projects have won over two dozen design awards. Notable games include the world's first massively multiplayer casual game *NetWits* - original IP which Swain sold to the Microsoft Network; *Multiplayer Jeopardy!*; and *Multiplayer Wheel of Fortune*. The *Jeopardy!* and *Wheel of Fortune* games were landmark hits for Sony Online that helped establish the then new, business of online casual games. Chris created Cred.FM which was a venture-funded music discovery network built on the Youtube platform.