

DESIGN THINKING TO CREATE AN INNOVATIVE METHOD TO PRESENT
ACCOUNTABILITY TO UNIVERSIDAD DEL VALLE'S LAW STUDENTS

Design Thinking to Create An Innovative Method to Present Accountability To Universidad del

Valle's Law Students

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Abstract

This report describes the process carried out for the implementation of an impactful workshop at the *Universidad del Valle*, a university located in La Paz, Bolivia. The workshop made use of Design Thinking methodology to inspire law students—in a manner appropriate to Bolivian culture—to realize the importance of having a life purpose based on accountability ethics.

In addition, the report describes how the Project was crucial for the creation of a Social Innovation Laboratory at the *Universidad del Valle*, a positive outcome of the impactful workshop, and for the continued application of people-centered methodologies to generate social changes within the university, and by default, benefit Bolivian society.

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Executive Summary

Despite really daunting figures about the current state of the Bolivian judiciary, according to a major survey conducted in Bolivia's three major cities, 64% of those surveyed believe the Bolivian judicial system will improve in the future. That hope felt by the Bolivian people creates an obligation for higher education to be accountable for how law students are being prepared to meet these challenges.

Many people believe that an important reason for the Bolivian judicial system's current crisis is the lack of ethics in law professionals acting at various levels within the system. This lack of ethics is well known to Bolivians, about 95% of whom believe the judicial system is corrupt.

The *Universidad del Valle* administration wants to be part of the solution, instead of being part of the problem, and has agreed to carry out an impactful workshop, using Design Thinking (an inclusive methodology) in a manner appropriate to Bolivian reality, to inspire law students to realize the importance of having a life purpose based on accountability ethics.

The results of the workshop were encouraging, and they were the catalysts for the creation of a Social Innovation Laboratory at the *Universidad del Valle*, where we will continue to replicate the experience starting next year. Furthermore, this laboratory will attempt to generate solutions to social problems, working in a collaborative network of public and private organizations interested in promoting ethical leaders who are motivated to become social and cultural entrepreneurs, thus generating a positive impact for Bolivian society.

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Chapter I: Introduction

Identify the Issue

The "National Summit of Plural Justice," organized by the Bolivian Justice Ministry, took place on June 3rd and 4th of this year and its objective was to "revolutionize justice in Bolivia by eliminating judicial delays and corruption, which are the ills plaguing the judicial system and have led to a crisis at all levels....," (Pagina Siete, 2016), according to what Virginia Velasco, the Justice Minister, said.

The organization of the Summit of Plural Justice is a response to the rather bleak condition of Bolivian justice, because, according to official data from 2013 and 2014, the backlog has grown to practically unbearable levels. For example, "for every three cases in court, at least two are pending cases Few countries in the world present figures of such concentration of cases for such a limited staff" (Oporto, H., 2014). Another fact about the crisis of the Bolivian judiciary that catches everyone's attention, because of the social connotations it carries, is the case of the proceedings without judgment: "comparing data for 2010, the formal charges filed during that year, reached 20,670 throughout the country. However, the sentences passed by the courts were only 874" (Oporto, H., 2014). Along the same lines, data from a survey conducted in the three largest cities in Bolivia is not encouraging either. For example, 75% of respondents indicated there is no respect for the principle of legal equality, since justice discriminates against people for economic reasons, power relations or political pressures. When respondents were asked if there is corruption in the judicial system, 95.88% said "yes," while 4.12% said "no." However, despite

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these daunting figures, 64% of those surveyed believe that the Bolivian judiciary will improve in the future.

In this regard, I believe that beyond the measures taken at the National Summit of Plural Justice, it is up to universities that train law students—who are the "raw material" of the Bolivian legal system—to shoulder the responsibility and generate feasible changes in the education and training of students. Even more so because universities are somehow accountable to that 64% of people surveyed who believe that the judicial system will improve in the future.

Therefore, the current Action Project I intend to carry out will lay a foundation to generate interest, through creative and innovative approaches, on the Ethics of Accountability among law students at the *Universidad del Valle*, the university where I teach and which is located in La Paz, Bolivia.

Importance of the Project

This research is *relevant* because ethics and morality seem to no longer be considered important within Bolivian university lecture halls. Generating innovative and creative mechanisms, based on Bolivian cultural characteristics, to improve the level of importance assigned to values and ethics by law student at the university will allow for open and frank discussion on this topic, with significant implications for not only the students, but also for Bolivian society as a whole.

Moreover, given the present juncture of the Bolivian judiciary, research dealing with ethics and aiming for its inclusion in the educational process of students of law, will position the

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Universidad del Valle as a trailblazer on this subject matter, while projecting it further to spearhead this type of research, which is rather rare in Bolivian academia today.

In addition, the use of a methodology associated with the design thinking approach could be incorporated into the university curricula as an innovative element when carrying out projects to promote university research—so necessary in higher education. Finally, this methodology has the potential to generate a great social impact stemming from its emphasis on stakeholders' involvement in the research process.

Project Purpose or Goal

The purpose of this project was the implementation of an impactful workshop, through a creative and innovative method, to motivate law students to take into account the importance of having a life purpose based on ethics, while considering what it means to be accountable in a manner that is appropriate to the Bolivian reality.

In this sense, the research question is:

"I value inspiring and empowering young people in order to produce an impactful and positive change in them. Therefore, I want to study how to build an innovative method to motivate and empower Universidad del Valle's law students to develop a purpose in their lives based on Ethics, using Accountability appropriately for the Bolivian reality, as a fundamental building block for their lives. I want to make these tools available to these students so that they not only use them during their time at the university, but also in their future practice of the legal profession."

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The analysis of the problem to be researched stems from the following assumptions, needs and projections:

- Law students at the *Universidad del Valle* lack a life purpose, or their purpose is not clearly defined.
- The students, teachers and administrative personnel of the law program at the *Universidad del Valle* are unaware of or have little interest in Ethics.
- Motivating students, teachers, and administrative personnel to become interested in developing a life purpose, that is based on accountability ethics, will generate benefits in the short and long term term for everyone at the *Universidad del Valle* law program. Not the least of which is that they will not only start to think about the personal benefits and importance of building a life purpose based on accountability ethics, but also the benefit that it will bring to the Bolivian judicial system in the not too distant future.

Overall objective.

Apply the Design Thinking methodology to develop a creative and innovative way to present to *Universidad del Valle*'s law students the importance of Accountability Ethics, for their development as students and their improved performance as lawyers in the future.

Specific objectives

- Empathize with the project's stakeholders to gain their trust and be able to motivate and empower them through an impactful workshop, as a creative and innovative method, to generate change so they can decide on a life purpose based on Accountability Ethics.

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- Ideate an impactful workshop as a creative and innovative method to motivate and empower the project's stakeholders to produce a change in them by building a life purpose based on Accountability Ethics.
- Prototype an impactful workshop as a creative and innovative method to motivate and empower the project's stakeholders to produce a change in them by building a life purpose based on Accountability Ethics.
- Test the viability of an impactful workshop as a creative and innovative method with the stakeholders to produce a change in them by building a life purpose based on Accountability Ethics.
- Implement an impactful workshop as a creative and innovative method to motivate and empower the project's stakeholders to produce a change in them by building a life purpose based on Accountability Ethics.

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Chapter II: Literature Review

Introduction

The challenge to find theoretical foundations for my Capstone lead me to research some literature at the beginning that ended up being basically useless later on. Due to the changing nature of the action research approach and Design Thinking, the method to be applied, the theoretical aspects changed throughout the research process. However, the theoretical foundation is directly related to the strategy adopted to achieve the project's goal, which allowed me to creatively present to law students at the university where I teach the importance of ethics, beginning with the development of an accountability concept that would be appropriate for the culture of Bolivia.

The literature reviewed was the following:

- *Virtue Ethics Theory*. Because I am pursuing a Master's degree in Ethical Leadership, I chose Virtue Ethics as the ethical theory to base my project on. I chose this theory because it allowed me to develop the specific characteristics and methods to apply accountability built according to Bolivian culture, which are the virtues of integrity, excellence, courage and humility. These were key to developing an ideal model of what it means to be an accountable person. This model requires that one must first establish a life purpose, and then decide on the characteristics and methods that would help the person

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be accountable to that purpose, and lastly, it would determine what is needed for the person aspiring to be accountable in life.

- *Transformational, Servant and Authentic leadership approaches.* I chose to further investigate these leadership styles because among all the styles we learned in class, I think these styles are best suited to carry out a project to generate a change. In addition, I found that these styles have a fundamental ethical basis to assist in the development of my project.
- *Transformational, Servant and Authentic leadership approaches that positively influence the higher education field.* Intending to be more specific about my own field of work, I looked at how these leadership approaches would be applied in the field of higher education, which allowed me to have a more concrete understanding about these styles of leadership.
- *How these leadership styles influence the relationships between administrators, faculty and students.* From reviewing this literature, I learned more specifically how these leadership styles are applied to internal relationships in the field of higher education, to use as a kind of guide when interacting with administrators, faculty and students.
- *The relationship between responsibility and accountability.* As the concept of accountability is not characteristic orf common in Latin American and Bolivian cultures, this literature helped me to understand the differences between responsibility and accountability, so that I could adapt the concept of accountability to the Bolivian culture.

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- *Lawyers are morally accountable.* After identifying some theories that illustrated the amoral situation of lawyers— —as they are not accountable to society because they are responsible primarily to their clients— I found literature that established the need for lawyers to be morally accountable for their actions, which allowed me go ahead with my project tenets since law students will be the lawyers of the future.
- *How to reach accountability when practicing law.* With the intention of reinforcing the previous idea, I identified literature which provided the means necessary for a lawyer to engage in accountability when practicing law.
- *Design Thinking methodology.* The Change course introduced us to several people-centered—rather than problem-centered—methodologies for solving social problems. Design Thinking was the methodology I thought would work best for my Capstone Project. It was the best methodology to explore creative alternatives for the development of the concept of accountability for Bolivian law students, and for how to present the topic of ethics. Through the different stages of design thinking methodology, I—along with my stakeholders—was able to elaborate an accountability concept that would be appropriate to Bolivian reality, and to decide on the most impactful method to present this concept creatively to law students at the university.

Virtue Ethics

The three authors researched to get a deeper understanding of this theory, share the idea that *Virtue Ethics theory is one of the most important among ethics theories.* Athanassoulis

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(n.d.), Hursthouse (2012) and Sakellariouv (2015) establish, separately, that Virtue Ethics along with theories of Deontology and Consequentialism, are the main theories in the field of Ethics. Regarding the *main focus of Virtue Ethics theory*, Athanassoulis (n.d.) states that Virtue Ethics emphasizes the role of character and virtue in moral philosophy rather than either doing one's duty or acting in order to bring about good consequences. From Hursthouse's (2012) point of view, Virtue Ethics emphasizes the virtues, or moral character, in contrast to the approach that emphasizes duties or rules (deontology) or that which emphasizes the consequences of actions (consequentialism). Sakellariouv (2015), in the same spirit, establishes that Virtue Ethics offers an account of right and wrong based on what a 'virtuous agent' would do. It believes that an action is right if and only if it is what a virtuous agent would endeavor. Finally, in relation to *the possibility of using Virtue Ethics as a role model approach, based on virtues as a model to follow*, Athanassoulis (n.d.) divides virtue ethics theory in three: Eudaimonism, Agent-Based Theory and the Ethics of Care. Taking into account his point of view, virtues as a model to be followed is related to the Agent Based Theory. On the other hand, Hursthouse (2012) establishes that Virtue Ethics Theory has to be focused on eudaimonism, which is related to the Aristotelian point of view regarding happiness and the good life. Meanwhile, Sakellariouv (2015) states that Virtuous traits could be considered as role models and as ethical guidelines to follow.

The relationships between Transformational, Servant and Authentic Leadership styles as a basis for the leadership approach applied in my Capstone.

The three mentioned leadership styles would have an evident *ethical foundation*, due to their intrinsic characteristics. For example, ethics is present in the *transformational leadership*

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style when “transformational leaders must connect through rapport rather than positional power, understanding the art of inspiration... [which] operate from a perspective of self-realization, which is entitled in love and trust” (Evans, 2009). In the case of the *servant leadership style*, a Servant Leader is a person of character who puts people first. He or she is a skilled communicator, a compassionate collaborator who has foresight, is a system thinker, and leads with moral. (Sipe & Frick, 2009). For the *authentic leadership style*, the ethics inherent to this approach consist of the importance of authenticity in leadership to restore confidence in people about leadership, who today seem to no longer be inspired by their leaders, as a result of the well-known scandals involving unethical or toxic situations in recent decades. Therefore, integrity is a key element in authentic leadership to rebuild trust. (George, 2007). Another aspect that was an important basis for my Capstone, is knowing *what empowerment and motivation means for each style of leadership*. In the case of *transformational leadership*, the empowering and motivating leader is an inspiring leader. “Inspirational presence is the ability to connect authentically with others; to use our thoughts, feelings, and intuitions to guide action toward our deepest sense of personal mission” (Evans, 2009). In the case of *servant leadership*, to empower and motivate followers means putting people first, ensuring that they grow as people, becoming healthier, wiser, freer, more autonomous, as the leader exercises service (Sipe & Frick, 2009). For the authentic leadership style, to empower and motivate followers means bringing people together around a shared purpose and to empower them to set up and lead authentically in order to create value for all stakeholders (George, 2007). To reveal *how each style embraces change*, Evans (2009) states, “we need leaders who touch our hearts and awaken our minds. We need

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leaders who have found their inspiration.... This sort of inspiration, coupled with openness and transparency, is the root of inspirational presence.” That is, inspirational presence would be the “engine” of change, from a *transformational leadership* point of view. With regards to *servant leadership*, from this perspective, the entire process (journey) of being a servant leader leads to change in people and organizations (Sipe & Frick, 2009). Finally, an *authentic leader* impacts followers because of his/her authenticity. Followers decide to accompany the leader in the process of change that the leader embraces (George, 2007).

Transformational, servant and authentic leadership approaches that positively influence the higher education field.

For example, Bolkan et al (2011, p. 338-339) established that “in a classroom setting, transformational leadership has been shown to correlate with traditional learning outcomes including cognitive learning, affective learning, state motivation, communication satisfaction, student participation, and student perceptions of instructor credibility. After reviewing the literature, the authors concluded that students who are intrinsically motivated persist in their tasks longer and are more deeply engaged with their studies than those who are not, and that students who use intrinsic regulation strategies are more likely to use critical thinking.” In the same topic, Hays (2008, p. 114-116) concludes that “the servant teacher model proposed in the paper changes the role of a teacher in relationships with students from one of teacher as authority, director, wielder of power, and who has the last (if not only) say to teacher who serves students and society; who gives them voice, puts their welfare before self and serves the interest of learning.” Finally, Fraser (2014, 13-18) stated that “faculty and staff will respond to higher

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education administrators who are authentic in their leadership. In turn they will convey to constituents this commitment to and trust in the college and its mission. This general concept, that an important responsibility of leaders is to consciously and thoughtfully help develop tomorrow's leaders, is especially relevant to higher education. To finish with an example, a colleague speaks of the fortress that is the podium that separates teacher from student. Getting out amongst the masses with no mouse handy to click the next PowerPoint slide is a very real risk for some, while at the same time symbolically powerful to students: the teacher is one of us."

How these leaderships styles influence the relationships between administrators, faculty and students.

In relation to those relationships, Bolkan et al (2011, p. 338-339) stated that "*transformational leadership* in general (and intellectual stimulation in specific) has the ability to foster intrinsic motivation in the classroom by creating an environment that naturally engages student interests and psychological needs. Importantly, the results of this study suggest that when teachers influence students' intrinsic motivation through the use of intellectually stimulating behaviors, students approach their learning in deep and strategic ways, and are less likely to adopt a surface-level approach to their studies." Hays (2008, p. 113-114), regarding the relationships between administrators, faculty and students established that "the distinction may also be thought of in terms of teacher-centred versus student-centred education. In the former the teacher decides and manages learning objectives, content, strategies, resources and assessment. In the latter, *students play a large role in determining those facets of instructions.*" Finally,

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Fraser (2014, p. 13-18) says that “faculty and staff will respond to higher education administrators who are *authentic* in their leadership. In turn they will convey to constituents this commitment to and trust in the college and its mission. This general concept, that an important responsibility of leaders is to consciously and thoughtfully help develop tomorrow’s leaders, is especially relevant to higher education. The author concludes by saying that the future of higher education needs strong, caring, and *authentic* leaders. Leaders who are committed to engaging faculty and staff in meaningful relationships while respecting the various roles and responsibilities for which they are accountable” (p. 99-100).

The relationship between responsibility and accountability.

Because accountability is a new concept in Bolivian culture, acknowledging the specific differences between the two concepts helped us to develop a particular accountability concept based on the Bolivian cultural point of view.

In this sense, responsibility and accountability are viewed differently by many authors. For example, for Browning (2012, p. 7-8) accountability goes beyond responsibility. He perceives accountability as a sense of ownership of the responsibility, giving more importance to organizational accountability instead of individual accountability. On the other hand, Block (2013, p. 13-15) sees not only accountability, but also leadership, as stewardship, giving more importance to organizational accountability instead of individual accountability. Finally, Connors et al (1994, p. 4-20) conclude saying that accountability has to be seen as empowered

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responsibility for overcoming victimization. He gives the same importance to organizational accountability and individual accountability.

Lawyers are morally accountable.

Finally, the remaining literature was related to the idea that is necessary to rethink the old conception about what a lawyer's responsibility ought to be. Most of the literature supported the idea that lawyers are "amoral" when it comes to their social responsibility, because they are obligated to their clients. However, recent literature states that lawyers "amorality" has become in "immorality" in some cases, so that lawyers need to be as accountable as other professionals are.

For Schwartz (1978, p. 671) "it is necessary to distinguish between the lawyer acting as an advocate within the adversary system and the lawyer acting as non-advocate (e.g., as negotiator or counselor) outside that system. For the advocate, two principles are posited as necessary to the effective working of the adversary system: a Principle of Professionalism, which obliges the lawyer within professional constraints to maximize the likelihood that the client will prevail, and a Principle of Non-accountability, which relieves the advocate of legal, professional, and moral accountability for proceeding according to the first principle." On the other hand, Pearce (2002, p. 1806) quoting Freedman describes lawyers "as having personal moral responsibility for their decision to represent a client, but once the lawyer has chosen to accept responsibility to represent a client, the zealotry of that representation cannot be tempered by the lawyer's moral judgments of the client or of the client's cause. From this perspective, an

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attorney acts immorally by preempting clients' moral decisions, or by depriving them of the ability to carry out their lawful decisions. At the same time, the identification and pursuit of client goals requires the lawyer to counsel his/her clients candidly and fully regarding the client's moral responsibilities as the lawyer perceives them." Finally, Cranston (2003, p. 1) established that "there is authority, for example, that despite fidelity to the client being a paramount consideration, lawyers must not, 'degrade' themselves personally for the purpose of winning their client's case. But this example raises important issues to which we return. The first is the need to reconsider the boundaries between, on the one hand, a lawyer's obligation to a client and, on the other, the public interest. And the second is the danger that focusing simply on the profession's ethical rules can lead to moral blindness: legal ethics and professional responsibility are more than a set of rules, they are also a commitment to honesty, integrity and service in the practice of law."

How to reach accountability when practicing law.

Schwartz (1978), on the issue of moral accountability, concludes that "the non-advocate, unlike the advocate, is not entitled to demur to the question of whether the assistance given in the circumstances was moral or just. This conclusion does not prevent a lawyer from advising a client that a proposed course of conduct is not unlawful and imposes no substantive or professional liability if the non-advocate proceeds to assist the client, even though the lawyer believes that the behavior is immoral or unjust. It is not suggested that such moral dilemmas will be many, but only that each non-advocate lawyer must face the issue; there is no insulation from moral accountability when the lawyer is functioning in non-advocate capacities." On the other

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hand, Pearce (2002, p. 1807) following Rhode's suggestion that lawyers should accept personal responsibility for the moral consequences of their professional actions, establish that "Model Rule 1.0 would state only that 'lawyers are morally accountable for their conduct as lawyers.' Making Rule 1.0 the first rule would underscore its importance and would indicate that it applies to all aspects of a lawyer's work." Finally, Cranston (2003, p. 4) notes that the lawyers' accountability lies in codes that "are not like some ethical codes, which are purely exhortatory in character. They can lead to legally enforceable consequences, and ultimately disbarment of a lawyer from practice. In many respects the codes are simply restating and expanding the general law; they are not exhaustive of all the ethical problems which lawyers face. While the codes surface in judicial decisions, they have a far more important, daily application in rulings by the profession's disciplinary bodies."

Design Thinking.

Liedtka and Ogilvie (2011) define *Design Thinking* methodology as "a systematic approach to problem solving, which starts with people and the ability to create a better future for them." Design Thinking acknowledges that we probably won't get it right the first time around. Additionally, Liedtka, Bennett and King, (2013) indicate that Design Thinking "emphasizes the importance of discovery in advance of solution generation using market research approaches that are empathetic and user driven." In a concrete and precise way, Lockwood (2010) states that Design Thinking is a methodology for "changing existing situations into preferred ones."

With regards to *how Design Thinking (DT) differs from problem-focused methodologies*, Liedtka and Ogilvie (2011) establish that DT is a people-centered approach which facilitates the

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choice of solutions not only *for* people, but *with* people, in creative ways and from processes that value trial and error experiences. Liedtka, Bennett and King, (2013) state that DT expands the boundaries of both the definition of problems and solutions. In this sense, DT makes it easier to work within a greater range to determine the problem to be addressed, as well as the alternatives for a solution, allowing for a much more systematic and thorough analysis. For Lockwood (2010) DT is a people-centered methodology with a multidisciplinary approach. The author, through a rigorous historical revision of design—starting from its onset during the industrial revolution, and throughout its development in the nineteenth and twentieth centuries—establishes the need for people from the design field, such as architects and engineers, to interact with people from the social sciences, in order to achieve creative solutions for problems in both, the design and the social fields.

Finally, regarding *how the process of experimentation in DT is , when compared to the experimental design*, Liedtka and Ogilvie (2011) and Liedtka, Bennett and King, (2013) state that DT is committed to conducting real world experiments, whereas Lockwood (2010) states that DT is multidisciplinary, and that it integrates human factors as core components of the experimentation.

Summary

The literature analyzed allowed me to:

- Determine the differences between responsibility and accountability to develop a concept of accountability appropriate for the Bolivian context. I further took into account the Virtue Ethics theory, which provided me with the necessary theoretical elements to

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develop accountability from the Agent-Based Virtue Ethics Theory, and it allowed me to establish a model that students might consider if they wish to be accountable.

- Consciously look for the best way to be a genuine leader (through an authentic approach) as well as a servant, since I then tried to put my students first so that I could become an agent of change (transformational approach) to present them an ethical issue creatively and innovatively.
- Take into account the need to develop a concept of accountability for law students, which would also apply to lawyers. Despite the fact that initially lawyers are responsible to their clients—and therefore have no moral responsibility to anyone else—the authors we studied established the need to consider the lawyers' accountability towards society, because their actions have repercussions for others beyond their relationship with their clients.
- Develop the methodology Design Thinking in practice, a methodology whose theoretical process I learned from the authors I mentioned. In addition, the Change course was crucial for choosing this methodology over others, because it has naturally adapted to the creation of my workshop, becoming a central piece of my project.

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Chapter III: Methods

Introduction to Implementation

This chapter explains how the purpose of the project, stated in Chapter I, has been achieved. Additionally, this Chapter includes the identification of *stakeholders*, the roles they played and the ones they had in the organization, and their perspectives on the issue. In addition, the chapter will describe *how the problem was studied*, and *how the research of the literature helped as a theoretical basis for the project*. Along the same lines, the chapter will describe how a *solution* was decided upon and the *plan* that was implemented to achieve change. Finally, the chapter will *reveal insightful patterns, differences, and similarities related to the focus of the implementation*. The chapter will describe the strategy used to *evaluate the effectiveness of the plan and of the solution*. Additionally, the chapter will *explain the Capstone results, including some important outcomes*.

Stakeholders

The organization partner for my Capstone Action Project (CAP) was the university where I teach, *Universidad del Valle*, in La Paz, Bolivia. The university was founded on October 4, 1988. Its institutional Vision is that the concept of vocational training at the undergraduate and graduate levels, along with the use and full implementation of scientific and technological progress, contribute to the creation of social welfare. Its Mission is the dissemination and propagation of knowledge, from the various areas of science, and mainly from the Undergraduate and Postgraduate programs, Research and the University Extension. I have been working specifically with the university's Law School.

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At the beginning of my CAP, in March of this year, I identified six individuals as stakeholders:

- Two representatives from the administration (the Law School's Dean and the Academic Vice Chancellor) and four senior students.

As the project progressed, the initial stakeholders changed since four seniors left the project without prior notice. To overcome this unforeseen event, I contacted four new freshmen, with whom I worked throughout the end of the project. By the end, my stakeholders were the Law School's Dean (a woman), two seniors, and four freshmen. Of these, three were women (one senior and two freshmen) and three were men (one senior and two freshmen). The average age of the seniors was 22, and of the freshmen it was 18. For the last part of the project, I had the assistance of fifteen freshmen, who helped me in the planning and execution of the workshop. I have not considered them to be stakeholders because their participation was purely for logistical support.

Regarding the school administration, there were changes as well because the Law School's Dean became the new Vice Chancellor, and another person took over as Dean, so I ended up working with both under separate circumstances.

The roles of my stakeholders were:

- The students and I formed an exceptional working team. Their main roles were:
 - Voice their opinion about the need to incorporate values and ethics in the curriculum to be taught to law students.

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- Provide feedback on the most innovative and creative ways to incorporate values and ethics into the law curriculum
- Contribute to the definition of the term “accountability” in a way that would be appropriate for the *Universidad del Valle*'s law students
- Collaborate in the planning and execution of the workshop that was organized to creatively and innovatively present the term “accountability” to law students at the *Universidad del Valle*.
- The Dean's and Vice Chancellor's roles were:
 - Although I tried to have members of the administration also get involved in the project by contributing their perspective to assist in defining the term “accountability,” neither one actively participated in the project because of their busy work activities. In this sense, their roles were reduced to providing administrative support to carry out the project.

After several meetings with my stakeholders, we were able to form a cohesive and collaborative team. During the meetings, where we used the brainstorming methodology, one of the questions posed was: “*what will our project change or improve?*” From my stakeholders answers it was possible to identify their perspectives on the issue.

The team's ideas about the question were:

- The project will not change the world, but we can generate a significant impact not only for the law school but also for all the university.

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- We need to be realistic about ethics. People, mainly young people, don't want to hear "moral speeches." We need to be creative and innovative to present the concept of ethics to the students, and even more to present the term accountability.
- We need to develop the term accountability in a kind of self-regulation method.
- It is important for the project to be sustainable over time. We need to promote its continuity.

Needs Analysis

How the topic and problem at hand has evolved. At the beginning of the project, the main objective was to find a way to develop and/or define the term "accountability" for the first time, because this term is not a familiar concept in Bolivian culture or in other Latin American cultures, for that matter. Further, an aspect that makes it more complex to generate a deeper understanding of this term is that this concept can not be conceived the same way it is conceived within the American culture, since Bolivian culture has a very different idea about ethics and about the meaning of the term accountability. Culturally, Bolivia has little concern for accountability, since it is even difficult to expect people to be responsible. This is due in part to the fact that Bolivia is a collectivist rather than individualistic society, so culturally speaking, it does not encourage the individual fulfillment of responsibilities. The culture itself then becomes an obstacle to getting accountability from its members, since accountability has individual connotations. In addition, meritocracy is not the prevailing system in Bolivian culture; we rather have a system of scaling social strata through political and economic patronage. Furthermore, social stratification is based on race, sex, and economic and social status, making it easier for

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people of European descent—mainly men of greater economic income—to scale social strata, while indigenous people and women remain the least privileged people in Bolivia. If we add the fact that many people are accustomed to obtaining what they want by using shortcuts, sometimes unethical ones, we end up with a culture with a very low concern for ethics, and specially for accountability ethics.

I decided to base the CAP on the topic of accountability because, as I mentioned in the Introduction, the Bolivian judiciary is in crisis. Unfortunately this is so not only due to administrative reasons, but also due to the lack of ethics in judges, prosecutors and attorneys at large. Despite discouraging figures from a survey about the situation of the judiciary, 64% said that they are confident that the judiciary will improve in the future. This data made it clear that we needed to establish parameters for social responsibility at the university because we must be accountable for our law students, who are the "raw material" of the judicial system.

As the project progressed, I realized that we needed to change the main objective, but not necessarily changing the topic. We understood that if we maintained the idea of developing the term accountability from a Bolivian perspective, that objective would be theoretical at best, and it would not allow us to make any impact or achieve change. In this sense, our plan changed so that we could demonstrate to law students the importance of ethics through the development of a workshop using the Design Thinking methodology to share with them, in a creative and innovative way, the concept of accountability, appropriately for Bolivian culture, while also trying to improve and/or change their current interest on ethics.

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Therefore, to achieve the new objective, we developed an innovative way to present the term accountability to law students through a creative workshop divided in three parts. In the first part, we demonstrated the importance of a life purpose as a basis for accountability ethics, because a person with a purpose would first and foremost be accountable to his or her purpose. In the second part, we developed three characteristics and two methods to encourage accountability. The characteristics were *purpose, excellence and integrity*, whilst the methods to be used would be the development of *humility and character*.

Insightful patterns, differences, or similarities related to the focus of the project's implementation. The main patterns, differences and similarities have to do with the changes experienced during the Capstone process, which changed the original plan. According to the Design Thinking methodology, the researcher requires feedback from his/her stakeholders, which generates constant changes as compared to the initial plan. However, it was the testing of my workshop's prototype which generated most major changes.

In this sense, what changed from my original plan was:

- The planning structure changed; that is, the research question, and the general and specific objectives. My overall objective was initially focused, paraphrasing, on “teaching my students *how to be* ethical” based on accountability ethics. The actual overall objective has to do with building an innovative method to motivate and empower my students to develop a life purpose based on ethics, while using accountability's

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characteristics and methods that are appropriate for the Bolivian reality, as a fundamental building block for their lives.

- The planned project's process changed due to the methodology applied. The Design Thinking methodology allowed me to discern that my students were not really interested in ethics because this subject is usually addressed from a moralistic and dogmatic perspective, which caused them to reject it.
- Therefore, we designed a workshop that included the participation of a Life-Coach, who shared with my students the importance of having a life purpose, since many of the youth in Bolivia wander aimlessly in life. After the Life-Coach presentation, I shared with my students the characteristics and methods for accountability according to Bolivian culture. I related accountability with a life purpose by pointing out that an accountable person must have a well-defined life purpose, because we are primarily accountable to the fulfillment of that purpose, and for that we require integrity (ethics), excellence, humility and courage (character), under the model of virtue ethics.
- Consequently, what began as an attempt to teach my students how to be ethical, became a creative and innovative way to share with them a model of accountability based on virtue ethics theory.
- Those changes were helpful to develop the workshop as an instrument which could be used innovatively to motivate and empower law students to decide on a purpose for their lives based on Ethics.

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Evaluation Plan

Methodology. Since my CAP is based on achieving a tested change, the “Design Thinking” approach was applied. The reason I believe that Design Thinking worked for my Capstone is because we developed the main workshop for law students by testing its content with my stakeholders (who are actual law students) and then modifying the prototype based on their feedback, and using this insightful information for the implementation phase. In this sense, the plan implemented in my Capstone was as follows:

Phase 1. Understand/Explore. The first step was aimed at understanding the “what”, the “for what” and the “why” of the project:

Activity / Date	Responsible Parties	Resources used	Outcome	Communication Channels
Organizational Meeting (1) / August 23	Project’s Manager Stakeholders group	Data Show Projector	Content (what), purpose (for what) and the relevance (why) of the upcoming workshop, presented to stakeholders Execution timing informed	Organizational meeting (1) Facebook Group WhatsApp Group
Organizational meeting (2) / August 30	Project’s manager Stakeholders Group	Data Show Projector	Feedback from stakeholders about the content of the upcoming workshop received Stakeholders group reorganized	Organizational meeting (2) Facebook Group

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				WhatsApp Group
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Phase 2. Explore/Materialize. The second step consisted of exploring and starting to materialize the “how” of the project.

Activity / Date	Responsible Parties	Resources used	Outcome	Communication Channels
Advertising for law school's students workshop August 30 to October 7	Project's manager Stakeholder group	Resources provided for the Law School	Advertising campaign, prepared and running	University marketing channels Facebook Group WhatsApp Group
Preparation of the pre and the post stakeholders' workshop survey	Project's manager	Basic Resources	A survey for “measuring” the level of impact of the workshop to produce a change in stakeholders before and after the workshop, prepared	Facebook Group WhatsApp Group

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August 30 to September 20				
Preparation of the stakeholders' workshop August 30 to September 20	Project's Manager	Basic resources	With the feedback from the stakeholders the workshop content was prepared	Facebook Group WhatsApp Group
Stakeholders workshop September 20	Invited Life- Coach Project's manager Stakeholders	Data Show Projector Workshop writing materials	Workshop with the stakeholders prototyped Pre and post workshop prototype surveys taken	Facebook Group WhatsApp Group
Organizational Meeting (3) September 27	Project's manager Stakeholders Group	Data Show Projector	Feedback from stakeholders about the workshop received Tasks for the official law students workshop delegated	Organizational meeting (3) Facebook Group WhatsApp Group

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Phase 3. Materialize. The third step is to fully materialize the workshop for the *Universidad del Valle* law students, evaluating its impact:

Activity / Date	Responsible Parties	Resources used	Outcome	Communication Channels
Law Students' workshop October 7	Invited Life-Coach Project's manager Stakeholders Leaders Stakeholders Group	Data Show Projector Workshop writing materials	A successful workshop for law students conducted Pre and post surveys taken	Facebook Group WhatsApp Group
Evaluation survey November 28 to December 15	Project's manager Stakeholders Group	Internet	Feedback from stakeholders about the official workshop outcome will be received during this week	Facebook Group WhatsApp Group

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Plan to evaluate the effectiveness of the solution

The criteria to evaluate the effectiveness of my Capstone Project is based on the impact the workshop developed to present accountability ethics in a creative and innovative way had on law students at the university where I teach, a month and a half after being conducted. We chose this success criteria, because, *first and foremost*, it is difficult to impact or influence Bolivian law students due to their lack of motivation, apathy and passivity toward any university initiatives. *Secondly*, the effectiveness of the workshop would give us the necessary information to evaluate and determine if we were able to present accountability, a subject related to ethics, in a creative and innovative way, to be able to understand whether the workshop worked to have law students reflect on the importance of accountability ethics. For this evaluation we need to analyze in great detail the post surveys carried out after the prototype workshop, the pre and post surveys conducted after the official workshop and one last survey about the impact generated since the official workshop was conducted some time ago. Unfortunately, due to the lack of time for an in-depth analysis, we have not yet evaluated these surveys, which will surely provide important information on the actual impact of this project.

Artifacts

The artifacts that were the result of the implementation of the Capstone are:

- The use of Design Thinking, an innovative methodology never used before for the planning and execution of a workshop at the *Universidad del Valle*.
- The research for a formal definition of the term “accountability,” appropriate for the *Universidad del Valle's* culture and for Bolivian culture.

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- The addition of a Life-Coach to the accountability workshop, which provided a creative way to present the importance of having a life purpose as our basis for being accountable.
- The impact that resulted from the innovative presentation of the topic of accountability ethics to law students. After a visit to a television network, they were interested on this project and they conducted an interview where the Life-Coach and I participated and I explained the scope of the workshop. During the interview, we focused on relaying the importance of accountability to law students as well as to other students, and the flexibility of the concept so that it can be introduced to other university students in the future.
- The creation of the *Universidad del Valle's* Laboratory of Social Innovation as a direct result of the Capstone Project. This represents a new job opportunity for me, and an opportunity for the university to develop a project that places it at the forefront of social innovation on a Latin American scale.
- Finally, thanks to the future implementation of the *Universidad del Valle's* Laboratory of Social Innovation, these last weeks we contacted SocialLab, a Latin American social innovation organization with offices in Argentina, Chile, Colombia, Mexico and Uruguay. As a result, I have a videoconference with them scheduled for next week. My intention is to carry out a project that allows me to learn about the work performed by this SocialLab. If possible, I will travel to one of its headquarters to gather first-hand information about its good practices, and with that knowledge have a foundation to

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effectively and efficiently implement the Laboratory of Social Innovation at the university where I work.

Results

The principal results of the project implementation will come from the analysis of the surveys that I will review before submitting the Final Project Report. These surveys are:

- Post prototype workshop survey,
- Pre and post survey of the official workshop, and
- The survey of the impact from the official workshop a month and a half after its completion.

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Chapter IV: Conclusions

Introduction

The purpose of this project was the creation of an impactful workshop, using a creative and innovative method to motivate law students to consider the importance of having a life purpose based on accountability ethics. The workshop would be expected to assist in the development of a proposition for what it means to be accountable in a manner that would be appropriate to the Bolivian reality. The creative and innovative method was Design Thinking methodology, which provided the necessary feedback from the project's stakeholders through separate stages (i.e. empathize, ideate, prototype, test, implement and replicate), thus ensuring the workshop would be impactful for everyone.

Conclusions

An itinerant beginning. My Capstone idea came in March of this year when we were asked to decide on our research question. At that time I knew that my CAP had to be based on ethics, but I did not know how to land that idea on something tangible. As I got to know more about all the work done in the United States on leadership and ethics, dating back many decades, I really liked the concept of accountability.

I found it interesting that accountability has a lot to do with ethics, because it complements, reinforces and deepens the concept of responsibility; therefore, it has more important ethical repercussions.

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From that moment on, the journey was itinerant, because I began with the idea to elaborate the concept of accountability appropriate to the Bolivian context, and the situation evolved over time due to the excessive theoretical weight of this idea.

As I moved forward with building the process for my CAP, during the Change course we learned about innovative methodologies that are able to generate profound changes based on the participation of stakeholders in the design, planning and execution of projects with a social orientation. I am referring to methodologies such as Design Thinking or Appreciative Inquiry, which are built on past good practices or strengths, rather than by using a problem-based approach.

I was then inclined to apply the Design Thinking methodology for the development of my CAP, which allowed me to develop a closer relationship with my stakeholders, with whom I ended up designing and executing the project.

A stage of changes. Following the Design Thinking approach, whose stages are *empathize, ideate, prototype, test and implement*, I realized that law students were reluctant to hearing moral or ethical discourses, so the challenge was to find a way to present accountability ethics in a creative and innovative manner. During stages 1 (empathize) and 2 (ideate) I realized that my students needed to decide on a life purpose, since I noticed that if they didn't have one, they were unmotivated and had little desire to carry out their academic activities with real effort. Therefore, we devised a workshop to help them generate a life purpose that would be based on accountability ethics. As per the Design Thinking approach, my stakeholders and I then tested a workshop prototype in order to be able to present law students with a impactful "official"

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workshop. To achieve that goal, we invited a Life-Coach who gave a masterfully crafted presentation about the importance of having a life purpose. After his presentation, I explained the concept of accountability ethics that would need to be tied to the creation of a life purpose. I further explained that they must be accountable to that life purpose through the development of certain characteristics and methods developed in Chapter III. In the end, the workshop was an impactful event, which *allowed us to talk about ethics without directly indicating that the workshop was about ethics*. This strategy made it possible to use creative and innovative method to explain the relevance of ethics for law students, who would soon become lawyers and stewards of the country's laws. As legal counselors, their responsibility will not only be to their clients, but their *accountability* will also be to Bolivian society.

To conclude. Some of the conclusions reached about the project's research question and objectives are:

- We were able to develop an innovative and creative way to introduce ethics to *Universidad del Valle's* law students, and teach them how to develop their own life purposes based on the Accountability Ethics.
- We applied what I learned during the MEL program in the process because we used principles from the leadership styles I consider to be the most ethical (servant, transformational and authentic styles), as well as an ethical theory, the virtue ethics theory, which was the basis for the development of the definition of accountability according to Bolivian cultural parameters.

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- We were able to apply the Design Thinking methodology for the first time at the university with excellent results. That methodology helped us to include the stakeholders in the entire research process, which facilitated the creation of a team based on trust and collaboration. In addition, this methodology allowed us to create a workshop that fit the expectations of law students. Beginning with our ability to put ourselves in their shoes (empathy), we worked on a proposal for the workshop, which was later improved and expanded. Once the prototype was ready, we tested it with the students, who had the opportunity to provide their feedback, which was key to improving the “official” workshop that was presented on October 7th.. The students were also able to comment on the workshop days after it took place.
- Finally, the *Universidad del Valle's* administration is willing to replicate the workshop for other students, making adjustments to its content according to the specific needs of each major within the school. This shows that the workshop generated a positive impact on the university community as a whole.

Recommendations

- We recommended the workshop be effectively replicated with other students at the university, so that students from all majors would be part of this initiative during their first year.
- We recommended that the workshop be replicated with high school seniors students, since at that time in their academic lives students could use some help in clarifying their life purpose before choosing a university major, It would also be important to engage

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them at this stage since it is possible that once in college, the lack of motivation—endemic among many students—could be due to the fact that they are pursuing majors that are not aligned with their purposes.

- As a result of the MEL program and the CAP I selected, the university where I work is sponsoring the creation of a Social Innovation Laboratory and we recommended they provide the necessary support for the implementation of the Laboratory. I have subsequently contacted a Latin American Social Innovation Lab known as SocialLab, which has offices in other regions of Latin America (Argentina, Chile, Colombia, Mexico and Uruguay), with the intention of establishing a joint project with them to learn about the work they are doing. This will serve as the basis for planning and implementation of our Laboratory, and for the creation of strategic alliances.
- We recommended the creation of a network to work with other Bolivian organizations engaged in Social Innovation initiatives, and later with other organizations in Latin America and beyond to establish strategic alliances and promote social businesses in Bolivia.

Limitations and Implications

The *positives* of my recommendations are that they may facilitate the start of new social innovation and social business movements in Bolivia. These contributions constitute an alternative to generate a significant reduction of social inequalities, in a creative and innovative way. So far the efforts have been undertaken mostly by the government, non-profit organizations

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and the enactment of corporate social responsibility policies, Consequently, in some situations these efforts have not been enough or have not been sustained.

The *negatives* are that at first glance, the recommendations to replicate the initiative at the secondary school level and to endeavor on the Social Innovation Laboratory seem difficult to implement and put into practice. However, all change begins with a dream, and that dream is that social innovation and social enterprises, under parameters of ethical leadership, would begin to generate a change in my country, so that deep social inequalities could diminish in such a way that Bolivia would be an example of a structural and profound positive change.

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