



**COURSE OUTLINE: RSM 459H1S-L0101 BUSINESS DESIGN WINTER 2019**

Course Day/Times: Tuesdays from 9:00 – 12:00pm (1.5 hr lecture + 1.5 hr studio)

Location: **OI 4422**

Lead Instructor: Dr. Angèle Beausoleil

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Office Hours: Tuesdays 12:00 to 1:00 pm

Teaching Assistant: TBD

Email: tbd

**Course Scope and Mission**

This course introduces and applies business design techniques to a real-world challenge. It provides key theoretical human-centred design methods, practical frameworks and techniques and an industry challenge sponsor. This course will challenge you to develop the mindset, toolset and skillset necessary to design new or better products, services, processes, strategies or business models. This course will help you develop empathy for users/customers/stakeholders, question your assumptions and reframe your problem statement and solutions over many cycles.

In this course, students will:

- Learn the fundamental principles and practices of Business Design: using design methods and techniques to find, frame and solve business problems.
- Learn how to work effectively in teams to conduct: ethnographic research, product and service design, business strategy and/or modeling on a real-world challenge.
- Explore how empathy, creativity, prototyping and strategic thinking informs your thinking and practice.

**Course Format**

This class offers a studio-learning experience with lectures, hands-on activities, discussions and field work. It involves a combination of instructor-led, peer-to-peer and team-based learning and industry-sponsor knowledge exchange.

**Course Pre-requisite**

RSM 250H1F/S

**Evaluation and Grades**

Grades are a measure of the performance of a student as both an individual and team contributor. Each student shall be judged on the basis of how well he/she has command of the course materials.

<u>Work</u>		<u>Due Date</u>
Individual Class Attendance/Participation	20%	<b>Ongoing</b>
Individual Reflection Assignment(s) (2 X15%)	30%	<b>Class 2 + Class 13</b>
Team Project Brief	20%	<b>Class 6</b>
Team Final Project	30%	<b>Class 12</b>



### Evaluation Details

#### *Individual Class Participation (20%): Ongoing*

Students are expected to attend every class and be engaged during class, making a contribution to the overall learning experience. This mark will be based on class attendance and thoughtful participation in class discussions. The focus will not be on the quantity of participation (e.g., number of answers and response length) but quality of participation (e.g., furthers the conversation, thought provoking, builds on the material). *Rubric available on the Quercus portal.*

#### *Individual Reflection Assignments (2 x 15% = 30%):*

The reflection assignments are meant to assess key learning and personal discoveries throughout the course. Students will reflect on the value and practice of design techniques on innovation and user centricity both personally and professionally. This grade will consist of two personal *reflection blog posts* – *max. 2 pages in length* (15% each). *Rubric available on the Quercus portal.*

#### *Team Project Brief (20%) and Team Final Project (30%): (Total 50%)*

Students will complete a group project using the Business Design process. Teams will apply the tools and methods taught in class to a real-world challenge. The grade will consist of a project brief/plan and final project presentation. The project brief and plan will propose techniques for research and the final presentation will assess the depth of thinking, quality of output and adaption to feedback. *Details and Rubric available on the Quercus portal.*

### Weekly Schedule

*Note: schedule is subject to change – refer to updated class information on Quercus.*

Date	Theme	Topic and Deliverables
Week 1 Jan 8	Course Overview Introduction to Business Design and Business Innovation	Design in Business and Design Methods Innovation Development Process Practice: Business Design in Your Backpack
Week 2 Jan 15	Introduction to the Innovation Intent <b>Industry-sponsor Challenge Brief</b>	Practice: Innovation Intent analysis with sponsor Choose theme/topics for group work
Week 3 Jan 22	(1) Need/Problem Finding (Sensing) Team Forming Problem Hypothesis Statement	Need Finding Framework Individual and Team SWOT Practice: Innovation Type Analysis
Week 4 Jan 29	(1) Need/Problem Finding (Sensing) Design Brief/Research Techniques Bus Design Research Plan Dev	Practice: Empathy Map (1.0) Practice: Research plan dev and presentation
Week 5 Feb 5	Design Research Plan Presentation	Design Research Plan Presentation <b>Begin fieldwork from client feedback</b>
Week 6 Feb 12	(1) Need/Problem Finding <b>Fieldwork: Research Activities</b>	<b>Active research: primary and secondary Data collection</b>
Week 7 Feb 19	READING WEEK – NO CLASS	
Week 8 Feb 26	(2) Problem Framing (Sensemaking) Data collection and analysis	Data sorting, sifting and ranking Persona Development/Empathy Map (2.0)



Week 9 Mar 5	(2) Problem Framing (Sensemaking) Data analysis and insights	From Findings to Insights Practice: How Might We
Week 10 Mar 12	(2) Problem Framing (Sensemaking) Needs alignment – user and business	Practice: Rapid Prototyping Practice: Experience Maps
Week 11 Mar 19	(3) Problem Solving (Changemaking) Prototyping and Storytelling	Practice: Storytelling Practice: Lego Serious Play
Week 12 Mar 26	3) Problem Solving (Changemaking) Prototyping and Storytelling	Practice: Storytelling and Metaphors Practice: Analogous Models
Week 13 Apr 2	Presentations + Critique Group Reflection	Present proposed design solutions to client Team and class reflection and discussion

**Required Readings\*:** (curated list in order of class lectures)

*\*These and all other readings will be posted on Quercus and might be subject to change.*

**Week 1/Pre-Reading:**

- Wired (2014). "The Origins of Design Thinking" <https://www.wired.com/insights/2014/04/origins-design-thinking/>
- Kuang, C. (2015) *Why Good Design Is Finally A Bottom Line Investment*.  
<http://www.fastcodesign.com/1670679/why-good-design-is-finally-a-bottom-line-investment>

**Week 2:**

- D. Patnaik and R. Becker (1999) <http://www.paulos.net/teaching/2011/BID/readings/needfinding.pdf>
- Paradis, Z. & McCaw, D. (2013). *Naked Innovation: Chapter 3 – Innovation Intent*.  
[http://nakedinnovation.com/wp-content/uploads/2013/09/NakedInnovation\\_Chapter03.pdf](http://nakedinnovation.com/wp-content/uploads/2013/09/NakedInnovation_Chapter03.pdf)

**Week 3:**

- T.Kelley/IDEO (2005) <http://www.tenfacesofinnovation.com/tenfaces/index.htm>
- Brill, F. (2017). <https://medium.muz.li/how-design-thinking-impacts-the-way-teams-work-8d6477ab1c67>

**Week 4:**

- Fulton-Suri, J. (2007) *Question Everything* excerpt from "Thoughtless Acts: Observations on Intuitive Design". <https://www.ideo.com/images/uploads/news/pdfs/QuestionEverything.pdf>
- Design Research techniques: <http://designresearchtechniques.com/#/>

**Week 5:**

- Design Research Plan: <https://www.lullabot.com/articles/8-tools-for-a-leaner-design-research-process>

**Week 7:**

- HBR (2017) <https://hbr.org/2017/01/are-you-solving-the-right-problems>

**Week 8:**

- Dix, et al. (2006) *Why bad ideas are a good idea*. <http://www.alandix.com/academic/papers/HCIed2006-badideas/HCIED2006-badideas-CRC-v2.pdf>

**Week 9:**

Cerejo, L. (2010) <https://www.smashingmagazine.com/2010/06/design-better-faster-with-rapid-prototyping/>

**Week 10:**

- Lupton, E. Design is Storytelling: <https://www.youtube.com/watch?v=5F-O4BY2i14>
- Experience Mapping: <https://medium.com/@wnialloconnor/how-to-build-an-experience-map-5e55b7ee4f32>



**Week 11:**

- Forbes (2016) <https://www.forbes.com/sites/billeehoward/2016/04/04/storytelling-the-new-strategic-imperative-of-business/#151d3be64d79>

**Week 12/13:**

- Book Review (2012) <https://graysreadinggroup.wordpress.com/2012/12/18/the-reflective-practitioner-by-donald-schon/>

**COURSE FORMAT AND EXPECTATIONS**

For Written Assignments: Please note that clear, concise, and correct writing will be considered in the evaluation of any written assignment. That is, you may lose points for writing that impedes communication: poor organization, weak paragraph development, excessive wordiness, hard-to-follow sentence structure, spelling mistakes and grammatical errors. Students who require additional support and/or tutoring with respect to their writing skills are encouraged to visit the Academic Success Centre ([www.asc.utoronto.ca](http://www.asc.utoronto.ca)) or one of the College Writing Centres ([www.writing.utoronto.ca/writing-centres](http://www.writing.utoronto.ca/writing-centres)). These centres are teaching facilities – not editing services, where trained staff can assist students in developing their academic writing skills. There is no charge for the instruction and support.

For Group Work: The Final Team Project requires students to work in teams of 4-5.

Learning to work together in teams is an important aspect of your education and preparation for your future careers. That said, project-based teamwork is often new to students; to work well in teams, it helps to follow a set of core expectations to best succeed at your team projects: Read the document entitled, “Working in Teams: Guidelines for Rotman Commerce Students” which is available on the RC portal under the Academic Services tab.

When working in a team, Rotman Commerce students are expected to:

- a) Treat other members with courtesy and respect;
- b) Honour the ground rules established by the team;
- c) Contribute substantially and proportionally to the final project;
- d) Ensure enough familiarity with the entire contents of the group project/assignment so as to be able to sign off on it as original work;
- e) Meet the project timeline as established by the team.
- f) Resolving conflicts: Conflicts are part of the team’s process of learning how to work together. When handled well, it can generate creativity and bring-multiple perspectives to the solution. Student teams are expected to work through their misunderstandings as soon as they arise (and prior to submission of the final project). When teams are unable to arrive at a solution that works for all members, the team must meet with the Rotman Commerce Team Coach\*\* as soon as possible. The Coach will listen to the team and help develop options for improving the team process. All members of the project team must commit to, and, utilize their action plans. \*\*For an appointment with a Rotman Commerce Team Coach, please contact Nouman Ashraf at [nouman.ashraf@rotman.utoronto.ca](mailto:nouman.ashraf@rotman.utoronto.ca) Nouman is highly skilled at facilitating team dynamics and collaboration. Note that the Team Coach’s role is to provide guidance, support and advice on team matters – not to formally evaluate or assess teamwork for academic purposes



## **POLICY AND PROCEDURE**

### **Missed Tests and Assignments**

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may submit a request for special consideration. The Request for Special Consideration Form and supporting documentation must be submitted in a timely manner in order for the request to be reviewed.

In such cases, students must notify the Rotman Commerce Program Office on the date of the course deliverable such as a missed test, or assignment missed class (in the case of participation marks), or due date. They must then complete a [Request for Special Consideration Form](#) and submit it along with supporting documentation (e.g. [Verification of Student Illness or Injury form](#)) to the Rotman Commerce Office within **2 business days** of the originally scheduled course deliverable. Students who do not provide appropriate or sufficient supporting documentation will be given a grade of 0 (zero) for the missed course deliverable.

Documentation submitted in support of petitions for missing tests and assignments must be original; no faxed or scanned copies will be accepted.

**Note that the physician's report must establish that the patient was examined and diagnosed at the time of illness, not after the fact. Rotman Commerce will not accept a statement that merely confirms a later report of illness made by the student to a physician.**

### **Late Assignments**

All assignments are due at the beginning of class on the date specified in the course outline. Late submissions will normally be penalized by **5%** if the assignment is not received on the specified date, at the specified time. A further penalty of **10%** will be applied to each subsequent day. The instructor reserves the right to refuse to grade any assignment that is more than two weeks late, in which case a grade of **0%** will be assigned for that part of the course grade. If the delay is the result of illness or domestic affliction, the individual involved must contact the instructor **BEFORE** the due date of the assignment and explain the position. A medical certificate or other supporting evidence will be required, although if necessary these may follow after the due date.

Students who, for reasons beyond their control, are unable to submit an assignment by its deadline must obtain approval from the instructor for an extension. Supporting documentation will be required as per the policy on missed tests and assignments.

### **Accessibility Needs**

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca) or <http://www.accessibility.utoronto.ca/>.

### **Academic Integrity**

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarships at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the UofT degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously. *The University of Toronto's Code of Behaviour on Academic Matters*



<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm> outlines the behaviours that constitute academic misconduct, the process for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

- In papers and assignments:
  - Using someone else's ideas or words without appropriate acknowledgement;
  - Submitting your own work in more than one course without the permission of the instructor;
  
  - Making up sources or facts;
  - Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).
- On test and exams:
  - Using or possessing any unauthorized aid, including a cell phone.
  - Looking at someone else's answers
  - Misrepresenting your identity.
  - Submitting an altered test for re-grading.
- Misrepresentation:
  - Falsifying institutional documents or grades.
  - Falsifying or altering any documentation required by the University, including (but not limited to), medical notes. All suspected cases of academic dishonesty will be investigated by the following procedures outlined in the *Code of Behaviour on Academic Matters*. If you have any question about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other UofT resources such as College Writing Centres or the Academic Success Centre.
- **Email:** At times, the course instructor may decide to communicate important course information by email. As such, all UofT students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up AND properly entered on the ROSI system. For more information please visit <http://help.ic.utoronto.ca/category/3/utmail.html>  
Forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.
- **Quercus and the Course Page:** The online course page for this course is accessed through Quercus. To access the course page, go to [q.utoronto.ca](http://q.utoronto.ca) and log in using your UTORid and password. Once you have logged in, you will be at the Quercus Dashboard. On this page you will see all of the courses you are presently enrolled in. If you don't see the course listed here but you are properly registered for the course in ROSI, wait 48 hours.
- **Recording Lectures:** Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted (note: students who have been previously granted permission to record lectures as an accommodation for a disability are, of course, excepted).