Course Outline

Course Code	RSM 459 H1 F
Course Name	Business Design
Term, Year	Fall, 2023
Course Meets	Wednesdays 9:10am – 12pm ET; OISE
Web page URL	https://q.utoronto.ca

Instructor Details

Name	Email	Phone	Office Hours	Virtual Office Link
Jennifer Nachshen	j.nachshen@utoronto.ca		By appointment	Jennifer Nachshen

Course Scope, Mission and Learning Outcomes

Course Description:

Business Design is evolving into the most prolific approach to innovation management, strategy, service/product design and business transformation. Today's leaders must be equipped with a mindset, skillset and toolset to creatively solve problems that focus on the user, customer or stakeholder. Business Design is a human-centred approach to improving or transforming business activities (aka business innovation). The course combines the intensity of a business case competition with cycles of design sprint. It provides key user-centred design methods, practical frameworks and techniques, and an industry 'challenge' sponsor. It will challenge you to develop a mindset, skillset and toolset necessary to design new or better products, services, processes, strategies or business models. The diverse topics aim to help you develop empathy for users, reframe problems and generate prototypes and innovative proposed solutions.

Learning Objectives:

- 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 modelling on a real-world challenge.
- Explore how empathy, creativity, prototyping and strategic thinking informs your thinking and practice.

Course format:

This course offers workshop-style classes with hands-on activities, flipped-classroom discussions, and field work (virtual and physical). You will engage with a real organization on a business problem. Course materials will be delivered in-person. You are expected to contribute to class discussions, group

presentations and engage in self-directed learning.

Course Delivery:

- Intensive 3-hour studio/class with one 10-minute break
- 1-2 hrs. of homework weekly
- 4-6 hrs. of desk/field research activities (between Class 4 and Class 7)
- Templates will be provided

Course Prerequisites

Prerequisite: Completion of 9.0 credits and RSM250H1

Exclusion: RSM412H1

Course Materials

Required Readings
Business Design Thinking and DoingLinks to an external site. (available at UofT Bookstore) – please purchase before course begins

Library Guide: https://guides.library.utoronto.ca/c.php?g=704753&p=5018676.

The book provides several options for purchase, with a maximum cost of $64.95. The use of these materials complies with all University of Toronto policies which govern fees for course materials.

Evaluation and Grades
Grades are a measure of the knowledge and skills developed by a student within individual courses. Each student will receive a grade on the basis of how well they have command of the course materials, skills and learning objectives of the course.

Work	Percentage of grade	Due Date
Individual Participation & Discussions	15%	Ongoing
Learning Journal	10%	Ongoing
Reflection 1	10%	Week 2
Team Business Design Brief	15%	Week 5
Individual Data Collection Worksheet	10%	Week 8
Team Business Design Project	25%	Week 12
Reflection 2 & Learning Journey Map	15%	Week 12

Course Format and Expectations

Individual Participation & Discussions (15%): Ongoing

Attendance: 0.5 per class

Participation: 10%

Students are expected to attend every class and be actively engaged during the entire term, contributing to the overall learning experience of the class. Students are expected to prepare thoroughly and make every effort to attend every class. As class participation is a graded component of the course, students will be evaluated on the following:

- Thoughtful responses
- Understanding and analysis of topic
- Idea generation
- Promoting further discussion

In case they are unable to attend a particular class, they must send an email to the instructor/ TA before class, with a medical note attached if that is the case. ONLY DOCUMENTED MEDICAL EMERGENCIES ARE ACCEPTED AS REASONS FOR MISSING CLASS.

Learning Journal (1% x 10 = 10%): 10 out of 12 classes

Students will be asked to complete ten (10) Learning Journals (1% x 10 = 10%), due by 11:59PM on the day of class. Grades will be assigned as follows: (0 = not submitted, 0.5 = Submitted but did not meet requirements, 1 = Met requirements)

Individual Reflection Assignments (10% + 15% = 25%):

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.

Team Business Design Brief (15%) and Team Business Design Project (25%): (Total 40%)

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 BD brief and BD project will demonstrate your fluency with human-centred design thinking and associated tools or techniques through the quality of your process, output and adoption of feedback.

Individual Data Collection Worksheet (10%)

Individuals (within project teams) will complete and submit their data collection worksheet -- listing their observations and findings from their ethnographic and interview activities. A template will be provided in class and on Quercus.

Writing Assignments or Presentations
Reflections ad presentations are intended to help you develop your communication skills. How well you communicate your ideas, in writing or orally, will be considered in the evaluation of the assignment. In your written assignments, you should aim for clarity, strong organization, concision, professionalism, and correct grammar. Your presentations should reflect strong planning and organization, clarity of speech, and an engaging demeanour. Sources, whether in written or presentation assignments, should always be correctly attributed.

Support is available through the RC Centre for Professional Skills (CPS) for students who would like help or feedback on their writing or speaking (presentations). CPS offers both individual and group appointments with trained writing instructors and presentation coaches who are familiar with the RC program and common types of business assignments. You can also access your college Writing Centres for help with written assignments.

You can book an appointment with a writing or presentation coach through the RC Centre for Professional Skills Writing Centre. For more information about writing centres, student supports, and study resources, see the [Writing and Presentation Coaching academic support page](#).

Team or Group Assignments

The Business Design Project requires students to work in teams of 5-6. Learning to work together in teams is a crucial transferrable skill you will use not only in your coursework, but also in your future careers. Support is available if you encounter common teamwork challenges such as:

- Team members feeling left out of the team.
- Team members not responding in a timely manner to communication.
- Division or quality of work among team members being unequal or unfair.

Consult the Centre for Professional Skills Teamwork Resources page for tips, strategies, and best practices. You can also book an appointment with a teamwork mentor through the RC Centre for Professional Skills Writing Centre. Teamwork mentors can help you resolve or mitigate conflict, strategize on planning, or improve team communication.

If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, consult with your Accessibility Advisor about the teamwork in this course.

Class Participation

Students are expected to prepare thoroughly and make every effort to attend every class. As class participation is a graded component of the course, students will be evaluated on the following:

- Thoughtful responses
- Understanding and analysis of topic
- Idea generation
- Promoting further discussion
- Respectful active listening
- Attentiveness

While attendance is necessary for students to participate in class discussions, attendance on its own will not result in a high participation grade. Students must actively contribute and participate by exhibiting the components listed above.

Missed Tests and Assignments (including mid-term and final-term assessments)

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may request special consideration **within 2 business days** of the missed midterm/test/assignment due date.

In such cases, students must:

1. Complete the Request for Special Consideration form: https://uoft.me/RSMConsideration
2. Provide documentation to support the request, eg. Absence Declaration from ACORN, medical note etc.

Please note: As of September 2023, students may use the Absence Declaration on ACORN ***one time per term*** to report an absence and request consideration. **Any subsequent absence will require a Verification of Illness form or other similar relevant documentation.**

Students who do not submit their requests and documentation within 2 days may receive a grade of 0 (zero) on the missed course deliverable.

Late Assignments

All assignments are due on the date and at the time specified in Quercus. 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 5% will be applied to each subsequent day to a maximum of 50%.

Statement on Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Commitment to Accessibility

The University is committed to inclusivity and accessibility, and strives to provide support for, and facilitate the accommodation of, individuals with disabilities so that all may share the same level of access to opportunities and activities offered at the University.

If you require accommodations for a temporary or ongoing disability or health concern, or have any accessibility concerns about the course, the classroom or course materials, please email Accessibility Services or visit the Accessibility Services website for more information as soon as possible. Obtaining your accommodation letter may take up to several weeks, so get in touch with them as soon as possible. If you have general questions or concerns about the accessibility of this course, you are encouraged to reach out to your instructor, course coordinator, or Accessibility Services.

Generative AI / ChatGPT

Students may choose to use generative artificial intelligence tools as they work through the assignments in this course; this use must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work.

Representing as one's own an idea, or expression of an idea, that was AI-generated may be considered an academic offense in this course.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T 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 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 procedures outlined in the *Code of Behaviour on Academic Matters*. If you have any questions 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 U of T or RC resources such as the RC Centre for Professional Skills, the 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 U of T 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 ACORN. For more information visit the Information Commons Help Desk.

Forwarding your utoronto.ca email to a Gmail or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Gmail 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.

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. Students who have been previously granted permission to record lectures as an accommodation for a disability are excepted. This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc.

If permission for recording is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in any way. It is forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

Weekly Schedule *(EXAMPLE)*

Session	Date	Topic	Readings
1	September 13	• Innovation Process • Business Design Process and Roles • Practice: Business Innovation at your Desk	**Mandatory Pre-Read:** BDTD textbook: Sections 1.2 - 1.6 and 2.2 - 2.4 **Optional Readings** : *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*Links to an external site. *Beausoleil, A (2019) https://medium.com/@angelsun/crafting-the-design-driven-growth-mindset-the-art-and-science-of-sensing-sensemaking-and-f645b9464da7*Links to an external site.
2	September 20	**Due: Reflection 1** • Innovation Intent in Business • Business and User Frame • Flipping Orthodoxies	**Mandatory Pre-Reads:** BDTD textbook: Section 3.1.2.1 *Rana, Z. (2018) Medium: It's Not What You Know, It's How You Think, https://www.theladders.com/career-advice/its-not-what-you-know-its-how-you-think*Links to an external site. *Nagji, B. and Walters, H. (2011) Flipping Orthodoxies: Overcoming Insidious Obstacles to Innovation: Case Study*Links to an external site.
3	September 27	• Team Forming – Grouped Challenge Brief Areas • Practice: Create the Design Research Plan	**Mandatory Pre-Read:** BDTD textbook: Sections 3.23 *Paradis, Z. & McCaw, D. (2013). Naked Innovation: Chapter 3 – Innovation Intent. http://nakedinnovation.com/wp-content/uploads/2013/09/NakedInnovation_Chapter03.pdf* Links to an external site. **Optional Readings** : *Blank, S. (2019) HBR: Why Companies Do "Innovation Theater" Instead of Actual Innovation https://hbr.org/2019/10/why-companies-do-innovation-theater-instead-of-actual-innovation*Links to an external site.
4	October 4	Need Finding Framework Practice: Empathy Map (1.0)	**Mandatory Pre-Read:** BDTD textbook: Sections 4.1.4.1 *Patnaik and R. Becker (1999) http://www.paulos.net/teaching/2011/BID/readings/needfinding.pdf*Links to an external site.
5	October 11	**Due: Business Design Brief** • Desk and Field Research Methods	**No readings**
6	October 18	Field Research and Data Collection Data Worksheet	**Mandatory Pre-Read:** BDTD textbook: Sections **4.1.2 - 4.1.3 and 4.1.4.1** ***Fulton-Suri, J. (2007) Question Everything excerpt from "Thoughtless Acts: Observations on Intuitive Design". https://www.ideo.com/images/uploads/news/pdfs/QuestionEverything.pdf*Links to an external site.** **Optional Readings** : *Observational Methods:https://fuelcycle.com/blog/the-3-most-common-observation-research-methods/*Links to an external site. *Business Design Research Techniques: https://businessdesigntoolkit.wordpress.com/sensing/*Links to an external site.
7	October 25	• Field research: primary and secondary • Data collection and analysis	**Mandatory Pre-Read:** BDTD textbook: Section **4.1.4.2**
8	November 1	**Due: Data Collection Worksheet** • Data sorting, sifting and ranking • Affinity Map and Empathy Map (2.0) • From Findings to Insights + How Might We	**Mandatory Pre-Read:** BDTD textbook: Sections **4.2.2 - 4.2.5** *Yi, E. Medium (2018) Themes Don't Just Emerge -- Coding Qualitative Data https://medium.com/@projectux/themes-dont-just-emerge-coding-the-qualitative-data-95aff874fdce*Links to an external site.

9	November 15	• Insight Statement + How Might We Question • Persona Development/Empathy Map (2.0)	**Mandatory Pre-Read:** BDTD textbook: Sections **5.1.2 - 5.1.3, 5.1.4 -5.1.5** *HBR (2017)* https://hbr.org/2017/01/are-you-solving-the-right-problemsLinks to an external site. **Optional Readings:** *Experience Mapping:* https://medium.com/@wnialloconnor/how-to-build-an-experience-map-5e55b7ee4f32Links to an external site.
10	November 22	• Rapid Prototyping and Testing • Practice: Prototypes	**Mandatory Pre-Read:** BDTD textbook: Sections **5.2.2 - 5.2.4 and 6.1.2** *Cerejo, L. (2010)* https://www.smashingmagazine.com/2010/06/design-better-faster-with-rapid-prototyping/Links to an external site. **Optional Readings:** *Dix, et al. (2006) Why bad ideas are a good idea.* http://www.alandix.com/academic/papers/HCIed2006-badideas/HCIED2006-badideas-CRC-v2.pdfLinks to an external site.
11	November 29	• Storytelling techniques • Practice: Metaphors and Analogies	**Mandatory Pre-Read:** BDTD textbook: Sections **6.1.3 - 6.2.2 and 6.2.4** **Optional Readings:** *Forbes (2016)* https://www.forbes.com/sites/billeehoward/2016/04/04/storytelling-the-new-strategic-imperative-of-business/#151d3be64d79Links to an external site. *Book Review (2012)* https://graysreadinggroup.wordpress.com/2012/12/18/the-reflective-practitioner-by-donald-schon/Links to an external site.
12	December 6	**Due: Business Design Project** • Group Presentation **Due: Personal Reflection**	No readings!

Please note that the last day you can drop this course without academic penalty is November 6, 2023.

Other Useful Links

- Become a volunteer note taker
- Accessibility Services Note Taking Support
- Credit / No-Credit in RSM courses
- Rotman Commerce Academic Support

URL links for print

- ACORN: http://www.acorn.utoronto.ca/
- Email Accessibility Services: accessibility.services@utoronto.ca
- Accessibility Services website: http://studentlife.utoronto.ca/as
- University's Plagiarism Detection Tool FAQ: https://uoft.me/pdt-faq
- The University of Toronto's Code of Behaviour on Academic Matters: http://www.governingcouncil.utoronto.ca/policies/behaveac.htm
- Information Commons Help Desk: http://help.ic.utoronto.ca/category/3/utmail.html
- Become a volunteer note taker: https://studentlife.utoronto.ca/program/volunteer-note-taking/
- Accessibility Services Note Taking Support: https://studentlife.utoronto.ca/service/note-taking-support/
- Credit / No-Credit in RSM courses: https://rotmancommerce.utoronto.ca/current-students/degree-requirements/credit-no-credit-option/
- Rotman Commerce Academic Support: https://rotmancommerce.utoronto.ca/current-students/academic-support/
- Book an appointment with a writing or presentation coach: http://uoft.me/writingcentres
- Writing and Presentation Coaching academic support page: https://rotmancommerce.utoronto.ca/current-students/academic-support/writing-and-presentation-coaching/
- Centre for Professional Skills Teamwork Resources page: https://rotmancommerce.utoronto.ca/teamwork-resources
- Book an appointment with a Teamwork Mentor: http://uoft.me/writingcentres