

Course Outline

RSM 459 H1 F

Business Design

Fall 2020

Course Meets: Thursdays from 9:10 am to 12:00 pm

Course Delivery: This course will be offered: online synchronously Thursdays from 9:10am to 12:00pm

Instructor: Jennifer Nachshen
Email: j.nachshen@rotman.utoronto.ca
Webpage: <https://q.utoronto.ca>
Phone: 416-578-8660.
Office Hours: As requested, online mechanism preferred
Teaching Assistant: TBD

Course Scope and Mission

Business Design is a human-centred approach to improving or transforming business activities (aka business innovation). The course combines the intensity of a case competition with a 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 Prerequisites

Prerequisite: RSM250H1

Exclusion: RSM412H1

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.

Required Technology

For Fall-Winter 2020-21, this course may be conducted entirely online. To participate fully and to complete the course successfully, you must ensure you have a computer with a working webcam, microphone and reliable access to an internet connection. For further details, please visit this link: [Recommended Technology Requirements for Remote/Online Learning](#)

Required Readings

Note: The readings are subject to change - refer to updated readings in Modules in Quercus

Week 1/Pre-Reading: September 10, 2020

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

Week 2: September 17, 2020

- Nagji, B. and Walters, H. (2011) *Flipping Orthodoxies: Overcoming Insidious Obstacles to Innovation: Case Study*
- Rana, Z. (2018) *Medium: It's Not What You Know, It's How You Think*, <https://medium.com/s/story/the-trick-to-thinking-clearer-and-better-4a61c54114fa>

Week 3: September 24, 2020

- 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>
- Beausoleil, A (2019) <https://medium.com/@angelsun/crafting-the-design-driven-growth-mindset-the-art-and-science-of-sensing-sense-making-and-f645b9464da7>
- Paradis, Z. & McCaw, D. (2013). *Naked Innovation: Chapter 3 – Innovation Intent*. http://nakedinnovation.com/wp-content/uploads/2013/09/NakedInnovation_Chapter03.pdf

Week 4: October 1, 2020

- Patnaik and R. Becker (1999) <http://www.paulos.net/teaching/2011/BID/readings/needfinding.pdf>
- Fulton-Suri, J. (2007) *Question Everything* excerpt from "Thoughtless Acts: Observations on Intuitive Design": <https://www.ideo.com/images/uploads/news/pdfs/QuestionEverything.pdf>

Week 5: October 8, 2020

- No readings – *Business Design Brief Presentations*

Week 6: October 15, 2020

- *Business Design Research Techniques*: <https://businessdesigntoolkit.wordpress.com/sensing/>

Week 7: October 22, 2020

- *Fieldwork: Observational Research and Netnography*

Week 8: October 29, 2020

- 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>

Week 9: November 5, 2020

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

Fall Reading Week – No Class: November 12, 2020

Week 10: November 19, 2020

- Cerejo, L. (2010) <https://www.smashingmagazine.com/2010/06/design-better-faster-with-rapid-prototyping/>
- Experience Mapping: <https://medium.com/@wnialloconnor/how-to-build-an-experience-map-5e55b7ee4f32>

Week 11: November 26, 2020

- Forbes (2016) <https://www.forbes.com/sites/billeehoward/2016/04/04/storytelling-the-new-strategic-imperative-of-business/#151d3be64d79>
- Book Review (2012) <https://graysreadinggroup.wordpress.com/2012/12/18/the-reflective-practitioner-by-donald-schon/>

Week 12: December 3, 2020

- No readings – Final Presentations

ADDITIONAL RESOURCES:

ROTMAN BUSINESS DESIGN LIBRARY GUIDE:

<https://guides.library.utoronto.ca/c.php?g=704753&p=5018676>Links to an external site.

ROTMAN BUSINESS DESIGN TECHNIQUES TOOLKIT:

<https://businessdesigntoolkit.wordpress.com>

Evaluation and Grades

Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well they have command of the course materials.

Work		Due Date
Individual Participation and Discussions	25%	Ongoing
Individual Reflection Assignment(s) (2 X 10%)	20%	Week 2 & 12
Team Business Design Brief	15%	Week 5
Individual Data Collection Worksheet	15%	Week 9
Team Business Design Project	25%	Week 12

Evaluation Details

Individual Participation & Discussions (25%): Ongoing

Students are expected to attend every class and be actively engaged during the entire term, contributing to the overall learning experience of the class. It is measured through asking questions and providing thoughtful commentary to class discussions (10%); Ten (10) exit interviews (1% x 10 = 10%) and self+team evaluation (5%)

Individual Reflection Assignments (2 x 10% = 20%):

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 (10% each). *View Assignments page for details.*

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. *View Assignments page for details.*

Individual Data Collection Worksheet (15%)

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.

Course Format and Expectations

Turnitin.com:

Normally students will be required to submit their course essays to [Turnitin.com](https://www.turnitin.com) for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com website.

Written Assignments:

Please note that **clear, concise and correct writing** will be considered in the evaluation of Assignments. 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 (<http://www.studentlife.utoronto.ca/asc>) or one of the College Writing Centres (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 5-6.

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:

1. Treat other members with courtesy and respect;
2. Honour the ground rules established by the team;
3. Contribute substantially and proportionally to the final project;
4. 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;
5. Meet the project timeline as established by the team.
6. 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 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

Rotman Commerce Centre for Professional Skills Teamwork Support:

The Business Design project requires students to work in teams of 5. Working as a team is challenging; this is true both in the real world and in your academic classes. However, learning to work together in teams is an important aspect of your education and preparation for your future careers. You are encouraged to review the teamwork resources available to all Rotman Commerce students at <https://rotmancommerce.utoronto.ca/teamwork-resources> while navigating these challenges, but keep in mind that supports are also available for when you think you may need extra help.

New in the 2020-2021 academic year, the Rotman Commerce Centre for Professional Skills (RC-CPS) will offer appointments with Teamwork Mentors for any teams encountering challenges in their teamwork. Some possible reasons you might book an appointment with a Teamwork Mentor include:

- Team members have identified constraints on their time, work or accommodations they require that conflict with necessary timelines for the team.
- Teams are unsure how to divide their workload for a team project.
- Teams are concerned about how to integrate the individual contributions of each member and how to ensure team members are contributing equally.
- Teams are concerned about how to ensure all group members are aware of academic integrity guidelines (e.g. properly attributing sources) and follow them.
- Teams would like to be able to communicate more effectively with each other, particularly when navigating a remote work academic environment.

To book a meeting with a Teamwork Mentor, send an email to rotmancommerce.teamworkhelp@utoronto.ca with the course code (e.g. RSM100) and team number (if available) in the subject line of the email. Any member of the team may reach out individually to book an appointment, but we also encourage teams to book their appointments as a team. You will normally receive a response within 24-36 hours, but note that during busy

times of the semester the waiting period may be longer. Be proactive in booking your meeting, and do so **as soon as** challenges arise!

If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, you should consult with your Accessibility Advisor about this course. For considerations pertaining to teamwork and accessibility, please see information in the section on Accessibility Needs below under the Policies and Procedures heading.

Credit/No-Credit Option in Rotman Commerce

You may request to Credit/No-Credit (CR/NCR) an RSM course in the following cases only:

- The course will not be used for any specialist or focus, including the 8.0 RSM FCE requirement.
- The course does not have a group work component.

If you wish to request CR/NCR for an RSM course, you must contact a Rotman Commerce academic advisor by the drop deadline for the current term. **The deadline for this term is November 9, 2020.**

Final approval is on a case-by-case basis with the permission of the Director, Rotman Commerce.

Weekly Schedule

Session	Date	Topic	Readings (subject to change)
1	September 10	Human-centred Design and Business Innovation Development Process Practice: Business Innovation in Your Backpack	<ul style="list-style-type: none"> • 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 • HBR (2017) https://hbr.org/2017/01/are-you-solving-the-right-problems
2	September 17	Meet Challenge Sponsor Practice: Innovation Intent and Challenge Area	<ul style="list-style-type: none"> • Nagji, B. and Walters, H. (2011) Flipping Orthodoxies: Overcoming Insidious Obstacles to Innovation: Case Study • Rana, Z. (2018) Medium: It's Not What You Know, It's How You Think, https://medium.com/s/story/the-trick-to-thinking-clearer-and-better-4a61c54114fa
3	September 24	Team Forming – Grouped Challenge Brief Areas Desk Research Method	<ul style="list-style-type: none"> • 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 • Beausoleil, A (2019) https://medium.com/@angelsun/crafting-the-design-driven-growth-mindset-the-art-and-science-of-sensing-sensemaking-and-f645b9464da7 • Paradis, Z. & McCaw, D. (2013). Naked Innovation: Chapter 3 – Innovation Intent.

			<p>http://nakedinnovation.com/wp-content/uploads/2013/09/NakedInnovation_Chapter03.pdf</p>
4	October 1	Need Finding Framework Practice: Empathy Map for Target Population (1.0)	<ul style="list-style-type: none"> • Patnaik and R. Becker (1999) http://www.paulos.net/teaching/2011/BID/reading/s/needfinding.pdf • Fulton-Suri, J. (2007) Question Everything excerpt from "Thoughtless Acts: Observations on Intuitive Design: https://www.ideo.com/images/uploads/news/pdfs/QuestionEverything.pdf
5	October 8	Presentation to client, instructor and peers Target Population, Observation and Interview Guide Feedback	<ul style="list-style-type: none"> • No readings – Business Design Brief Presentations
6	October 15	Need/Problem Finding (Sensing)	<ul style="list-style-type: none"> • Business Design Research Techniques: https://businessdesigntoolkit.wordpress.com/sensing/
7	October 22	Field Research, Interviews and Data Collection	<ul style="list-style-type: none"> • Fieldwork: Observational Research and Netnography
8	October 29	Active research: primary and secondary Data collection and analysis	<ul style="list-style-type: none"> • 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
9	November 5	Open and Closed Data Sorting	<ul style="list-style-type: none"> • Dix, et al. (2006) Why bad ideas are a good idea. http://www.alandix.com/academic/papers/HCIed2006-badideas/HCIED2006-badideas-CRC-v2.pdf
10	November 19	Insight Statement Development Persona Development/Empathy Map (2.0) How Might We	<ul style="list-style-type: none"> • Cerejo, L. (2010) https://www.smashingmagazine.com/2010/06/design-better-faster-with-rapid-prototyping/ • Experience Mapping: https://medium.com/@wnialloconnor/how-to-build-an-experience-map-5e55b7ee4f32
11	November 26	Practice: Rapid Prototyping and Storytelling Practice: Experience Maps, Metaphors + Analogies Story Maps Development	<ul style="list-style-type: none"> • Forbes (2016) https://www.forbes.com/sites/billeehoward/2016/04/04/storytelling-the-new-strategic-imperative-of-business/#151d3be64d79 • Book Review (2012) https://graysreadinggroup.wordpress.com/2012/12/18/the-reflective-practitioner-by-donald-schon/
12	December 3	Business Design Project Presentation	

		Team and class reflection and discussion	
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Please note that the last day you can drop this course without academic penalty is November 9, 2020.

Policies and Procedures

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

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may request special consideration.

In such cases, students must:

1. Notify the instructor AND the Rotman Commerce Program Office **on the date** of the missed course deliverable, e.g. missed test, final assessments, assignment or class (in the case of participation marks).
2. Complete a [Request for Special Consideration Form](#) and submit it along with supporting documentation this may include either your Self-Declaration of Absence on ACORN, or [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.

Note that documentation must clearly establish that you were ill or had other circumstances that prevented you from attending on the date in question. After-the-fact reports are not sufficient.

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 temporary or ongoing disability or health concern, or have any accessibility concerns about the

course, the classroom or course materials, please contact Accessibility Services as soon as possible at accessibility.services@utoronto.ca or studentlife.utoronto.ca/as.

For courses with deliverables that require you to work in teams, please note the following. If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, requests for extensions impact everyone in the group. As a result, requests for late submissions of any component of teamwork will require compelling reasons, advance notice, and must work for everyone in the team. You are encouraged to discuss with your course instructor, Accessibility Advisor, and other team members what you need in order to successfully complete your coursework. Additionally, the Rotman Commerce Centre for Professional Skills offers Teamwork Mentors (see section above) who can help you and your team discuss how to support you effectively and how to develop a work plan that meets the needs and constraints of all team members.

Volunteer Notetaking

If you're interested in helping to make our classroom more accessible, volunteer to be a notetaker!

Accessibility Services needs dependable volunteer notetakers to assist students living with a disability to achieve academic success. All you have to do is attend classes regularly and submit your notes consistently.

1. Register online as a Volunteer Note-Taker at:

<https://clockwork.studentlife.utoronto.ca/custom/misc/home.aspx>

2. Follow the link that says "Volunteer Notetakers"

3. Select your course and upload a sample of your notes

4. Once you have been selected as a notetaker, you'll get an email notifying you to upload your Notes.

If you have any questions or require assistance, please email as.notetaking@utoronto.ca or call 416-978-6186.

Volunteers may receive co-curricular credit or a certificate of appreciation.

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 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 U of T 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 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 help.ic.utoronto.ca/category/3/utmail.html.

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.

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 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 ACORN, 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. Students who have been previously granted permission to record lectures as an accommodation for a disability are exempted. 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.

FIPPA Language

Option 1: Notice of video recording and sharing (Download and re-use prohibited)

This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session.

Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor.

For questions about recording and use of videos in which you appear please contact your instructor.