Design Inquiry and Research

General Information

| Global MBA Program |  
| --- | --- |
| MIS 5303 | Credit hours 1.5 |

<table>
<thead>
<tr>
<th>Course dates and times:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday 8/6 9:00am-1:00pm Alter Hall, Undergrad Commons</td>
</tr>
<tr>
<td>Thursday 8/20 10:00am-5:00pm Alter Hall, Undergrad Commons</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Design Challenge classes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday 9/11 8:00am-10:30am TUCC 620</td>
</tr>
<tr>
<td>Friday 9/18 9:00am-3:00pm TUCC 620</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course location</th>
</tr>
</thead>
<tbody>
<tr>
<td>See specific dates.</td>
</tr>
</tbody>
</table>

Instructor Information

<table>
<thead>
<tr>
<th>Instructor</th>
<th>James Moustafellos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>204-4386 (office)</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:jamescm@temple.edu">jamescm@temple.edu</a></td>
</tr>
<tr>
<td>Office Location</td>
<td>209f Speakman</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday and Thursday 11:00-1:00 or by appointment</td>
</tr>
</tbody>
</table>

The preferred method of contact is email

Competency Prerequisites/Co-requisites

| Prerequisite Competencies | None |
| Co-requisite Competencies | None |
| Other preparation required or recommended | |

Course Overview

This course provides a foundation of approaches, skills and working methods to apply throughout the MBA experience. It is less about a distinct subject and more about how to effectively meet the business challenges of a rapidly changing, technologically driven global world.

This course introduces Business Design, a holistic approach to management that combines the analytical strengths of traditional business education with the qualitative research, idea generation and the ability to synthesize information from design education. It is a balance of quantitative and qualitative thinking.

Design Inquiry is a question-based framework to structure this problem solving process to create innovative solutions that are user-centered, socially, culturally and functionally meaningful and economically sustainable.

Below are five behavioral indicators of Design Inquiry that are the course level objectives and outcomes:
1. **Sensory approach to problem solving:** Demonstrate an ability to approach complex problem solving experientially by mobilizing all sensory devices of the problem solver.
   - Think through visual means (diagram, map, draw and produce visual images)
   - Rely upon tacit knowing
   - Apply an aesthetic and holistic assessment of alternatives

2. **Open-ended approach to problem solving:** Demonstrate an ability to approach complex problem solving through exploration without predisposed solutions
   - Engage uncertainty and accept risk
   - Avoid premature closure through iterations
   - Enjoy improvisation
   - Embrace change
   - Discover unexpected outcomes

3. **Empathic approach to problem solving:** Demonstrate an ability to approach complex problem through understanding others
   - Focus on the human side
   - Empathize with customers
   - Engage in deep (authentic) listening
   - Consider hidden stakeholders
   - Discover unmet needs

4. **Multi-dimensional approach to problem solving:** Employ multiple perspectives and productively deal with conflicts and paradox
   - Entertain multiple alternatives with different models
   - See the whole
   - Engage in analytic-synthetic loops
   - Reconcile conflicting objectives

5. **Making ideas and solutions physical:** Translate concepts and ideas into life
   - Prototype
   - Role play
   - Use scenarios
   - Construct personas

## Competency Map

<table>
<thead>
<tr>
<th>MBA Learning Goal</th>
<th>Competency</th>
<th>Skill</th>
<th>Competency Measurement or Demonstration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goal</td>
<td>(Primary) Influential Communication</td>
<td>Active listening</td>
<td>Demonstrated through research interviews and the ability to synthesize stakeholder input into narratives that identify contexts of need.</td>
</tr>
<tr>
<td></td>
<td>[See course level objective 3]</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Primary) Influential Communication</td>
<td>Written and oral communication</td>
<td>Measured through quality of written narratives of stakeholder interviews and observations</td>
</tr>
<tr>
<td>Learning Goal</td>
<td>(Secondary) Leadership</td>
<td>Measured through peer evaluations</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------</td>
<td>----------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Secondary) Identify and Evaluate Business Opportunities</td>
<td>Demonstrated through the identification of unmet stakeholder needs how well they are translated into viable proposals</td>
<td></td>
</tr>
</tbody>
</table>

| (Primary) Influential Communication | Visual communication | Demonstrated through ability to convey research and ideas to team members and classmates |
| (See course level objectives 3)   |                        | |

| (Primary) Influential Communication | Presentation skills | Demonstrated through effective use of visual techniques within team process and presentations |
| (See course level objectives 1 and 5) |                        | |

| (Primary) Business Reasoning | Identify Sources of Relevant Information and Data for Problem Scenario | Demonstrated through the ability to compile relevant information from multiple, varied and unexpected sources. |
| (See course level objectives 2 and 4) |                        | |

| (Primary) Business Reasoning | Visualization: Communicating message through imagery | Demonstrated through the use of visual means throughout the design process and the inclusion of effective visual representations in the final proposal |
| (See course level objectives 2 and 1) |                        | |

| (Primary) Business Reasoning | Draw from Conceptual and Real-World Events to Propose Solutions/Changes to Business Strategies | Demonstrated through how effectively the insights derived from research are translated into innovative proposals |
| (See course level objectives 2 and 4) |                        | |

| (Primary) Business Reasoning | Articulate Holistic, Multi-Perspective View of Business | Demonstrated through the number of stakeholders considered (including internal, external and hidden stakeholders), the personas developed, and how well their potentially conflicting needs are resolved in the project proposal |
| (See course level objectives 1, 3 and 4) |                        | |
**Teaching Methods**

This course uses a studio-based format emphasizing experiential learning through hands-on engagement of ideas and concepts. Readings and lectures are secondary and serve as a backdrop to support hands-on learning. Class sessions include brief presentations, discussions and active learning workshops. Individual work and teamwork combine to allow students to engage projects through personal and collaborative explorations.

Qualitative research based upon ethnography complements the more traditional prioritization of quantitative analysis in management education. Ethnographic research comprises fieldwork, observing people in their natural settings and immersing oneself in the research context. Research methods include: observing, interviewing (descriptive, semi-structured and structured), conducting archival or secondary research, and collecting and reading cultural artifacts. An ethnographic approach to research is an *open-ended emergent learning process* that is holistic, flexible, creative, interpretive, iterative and includes discovery.¹

These skills are essential to achieve the competencies listed above and helpful for many others including: Implementation Management, Cross-Cultural Effectiveness, and Ethical Management.

**Course Materials**

**Required**

Required readings are listed in the course schedule.

**Recommended**

The following articles and books are supplementary materials for those interested in learning more:


Martin R and Austen H, *The Art of Integrative Thinking*, Rotman Management, Fall 1999


Course Schedule

Due to the ambiguous and exploratory nature of UNSTRUCTURED research projects, the following course schedule, readings and assignments may change to respond to student progress and needs as the project evolves. Any changes will be announced in class.

6 August / Class 1: An approach to working, understanding and envisioning

Introduction to Business Design and Design Inquiry

- [course overview]
- Introduction to Business Design/Design Inquiry and their relevance to MBA education
- Team building
- What is Design?
- Foundations of working methods
- Analytic-synthetic loops
- Authentic listening
- Discovering unexpected outcomes
- Collaborative working methods
- Introduction to Ethnographic Research and fieldwork
- Introduction to Interviewing and writing narratives
- Project introduction

Readings due:

“The 10 Faces of Innovation” http://www.fastcompany.com/54102/10-faces-innovation

Boland and Collopy, Managing as Designing: Design Matters for Management (PDF on blog)

Reading Assignment due:

Reading Summary #1: Write a brief summary answering each of the following questions for EACH reading. This summary will be turned in at the start of class and will count toward your participation grade.

1. What are 3 key points you took from each assigned reading. One sentence for each point per reading.

2. One key point you learned from the readings as a whole: one sentence maximum.

3. How do these ideas apply to you personally or professionally?

20 August / Class 2: All you can do to understand a situation and its context and stakeholders

Research Methods + Analysis

- Assembling a personal repository of tools for research and data collection
- Design process
- Iterations
- Thinking through visual means
- Introduction to Experience Mapping and visualizing complex systems
- Teamwork to share information collected and to develop a framework for assessment.
- Analyzing information from observations and fieldwork and synthesizing key insights
- Understanding the power of people and stories
- Developing a strategy and formal research plan for your project:
  \textit{What do you have? What do you need? What is missing?}

\textbf{Readings due:}

“Informing our Intuition: Design Research for Radical Innovation”

Usibility.gov Personas

\textbf{Reading Assignment due:}

Reading Summary #2: Write a brief summary answering each of the following questions. Make sure to reference content from EACH reading. This summary will be turned in at the start of class and will count toward your participation grade.

1. What are 3 key points you took from the assigned readings: One sentence for each point.

2. How do your personal research and fieldwork reflect the ideas and methods in the readings?

3. What are 3 ways you personally conducted research that were unexpected, uncomfortable, exciting or most unusual?

4. What are 3 things you discovered that surprised you?

\textbf{Research Preparation due:}

\textbf{You will conduct ethnographic observation research related to your project.}

1. You must conduct FIELDWORK and immerse yourself in the project domain of interest.

2. You must take at least 20 different pictures of a situation relevant to your project domain of interest. Photos should present a range of perspectives from general overview images to very specific details and situational context.
   - Photos should be edited and duplicates/blurred images removed
   - Annotate photos with comments, notes or diagrams (arrows, circles) to highlight important content.

3. Take at least 3 videos of 3 minutes each.
Interview Assignment due:

You must interview at least 3 people who represent stakeholders for your project. You want to learn as much as you can about them and their personal relationship to the project domain of interest. Write a 1-2 page (full page minimum) personal portrait telling their “story”. Provide details and insights into their personalities, choices, preferences, and personal intellectual and emotion drivers. This is a story – not a Q+A summary. It is about WHAT THEY SAID, NOT WHAT YOU DID.

The interview assignments are opportunities to understand the relationship between PEOPLE and SITUATIONS. Your goal is to understand what people want and need. Successful interview assignments usually involve multiple interviews and several pages of transcribed conversation that are summarized and distilled into a meaningful narrative. If your interview is very brief or cut short – I strongly suggest doing another until you have sufficient material.

11 September / Class 3: Design Challenge Kick-off

Learning from experts, broadening your research network

- Expanding the project research network and scope.

Readings due:

- “Using Customer Journey Maps to Improve Customer Experience”
- “7 Tips on Better Brainstorming”
  https://openideo.com/blog/seven-tips-on-better-brainstorming
- Brainstorming Doesn’t Work: Try This Technique Instead

Reading Assignment due:

- Reading Summary #3: Write a brief summary answering each of the following questions for EACH reading. This summary will be turned in at the start of class and will count toward your participation grade.
  - 1. What is 1 key point you took from each assigned reading: One sentence for each point per reading.
  - 2. What 3 challenges did you face in mapping your project?
  - 3. What are 3 insights you discovered by mapping your project?

Mapping Assignment due:

- Individually prepare a visual representation of your project as a system. Use Powerpoint (or other graphic software that enables you to generate a jpeg or pdf file) to create your representation. You may use any graphic tools, animations or effects to communicate your idea – but they must enhance communicating your ideas and you may only use 1 slide. THIS IS A MAP/DIAGRAM, NOT A PRESENTATION.
- Conduct any additional research to fill any gaps in the general research identified by the team.

18 September / Class 4: Design Challenge / Making sense of information

Synthesis and Visualizing Solutions
- Bringing it all together
- Developing personas
- Discovering unmet needs
- Building on key insights and brainstorming potential solutions
- Visualizing information and systems
- Team members will share visual representations and create a consolidated system representation.
- Building a project presentation.
- Presenting your findings

2 October: Final Deliverable (due by 11:59pm)
- We will not formally meet on this day.

Assignment due:
- Final report document.
- Teams will submit a final document of their project. Use Powerpoint to create a report document that combines graphic and written summaries. A template for the document structure will be provided. You will be graded on the quality of your research (both qualitative and quantitative) and the insights you develop and your ability to translate these insights into evidence-based recommendations. You will also be graded on your ability to effectively communicate your insights and proposals VISUALLY. REMEMBER – THIS IS NOT A PRESENTATION. DO NOT THINK OF THESE AS PRESENTATION SLIDES.

Policies & Procedures
Grading Policy
The final grade for the course will be determined as follows:
- Class preparation and participation 25%
  - Reading Summaries (3)
  - Fieldwork Process documentation
  - 20 Fieldwork photos
  - 3 Fieldwork Videos
- Individual interviews 25%
- Individual System Mapping 25%
- Team project report 25%
Individual assignments will be given grades of A-F. Teams will be given grades for the project report on the following scale: Pass High (90), Pass (80), Pass Low (70), Fail (60).

The final course grade uses the letter grades A-F.

Grading Scale

A and A- The assignment consistently exceeds expectations. It demonstrates originality of thought and creativity throughout. Beyond completing all of the required elements, new concepts and ideas are detailed that transcend general discussions along similar topic areas. There are few mechanical, grammatical or organizational issues that detract from the presented ideas.

B-, B, B+ The assignment consistently meets expectations. It contains all the information prescribed for the assignment and demonstrates a command of the subject matter. There is sufficient detail to cover the subject completely but not too much as to be distracting. There may be some procedural issues, such as grammar or organizational challenges, but these do not significantly detract from the intended assignment goals.

C-, C, C+ The assignment fails to consistently meet expectations. That is, the assignment is complete but contains problems that detract from the intended goals. These issues may be relating to content detail, be grammatical, or be a general lack of clarity. Other problems might include not fully following assignment directions.

Below C- The assignment constantly fails to meet expectations. It is incomplete or in some other way consistently fails to demonstrate a firm grasp of the assigned material.

Class participation: The course is a discussion and activity-based class. Students are expected to be fully engaged, participate in the discussion and activities and contribute to the process of constructing knowledge. The class participation grade will reflect the instructor’s judgment of the quality and quantity of a student’s contribution during class sessions.

Criteria for the class participation grade include weekly preparation assignments, attendance, punctuality, professionalism, and the ability to answer questions, discuss readings, and contribute to group activities.

- **Attendance for the class sessions is mandatory.** Given the intense nature of the workshops and group interaction, it is not possible to replicate the experience or make up the work missed. Students may miss the equivalent of 1 standard weekly session: 2 ½ hours. Any students who have a conflict with any of the sessions should speak to their advisor and plan to register for a later section.

- Tardiness disrupts the flow of class activities. Entering and leaving the room during the class similarly distracts both students and the instructor and conveys a disregard for the material being discussed.

- You are expected to complete all assignments and assigned course readings for a given day before coming to class. Students will be called upon to present research or to discuss issues covered in the assigned readings. You are encouraged to engage in critical thinking and to challenge ideas without showing disrespect for the ideas of others.

- Effective participation has much more to do with the quality than with the quantity of your interaction.
Individual Assignments: These assignments document your individual research conducted in preparation for the group projects and class discussion. Since these assignments are essential for your group projects, no assignments will be accepted after the start of class on the date due. Late assignments will receive a 0 credit. Please bring 2 printed copies of your assignments – 1 to turn in and 1 to use with your team. Assignments must follow the format below.

Individual Learning Assignments REQUIRED FORMAT: All writing assignments for the course should conform to the following format requirements: 11-point Times Roman, 1.5-space, and one inch margin all around. Papers should be 1 FULL PAGE MINIMUM and typically up to 2 PAGES MAXIMUM. This format is to help you understand the required length of your assignments in order to have sufficient content. Papers that violate the format requirement will be penalized.

Plagiarism Policy

Plagiarism and academic dishonesty can take many forms. The most obvious is copying from another student’s exam, but the following are also forms of this:

- Copying material directly from the Internet (or another source) without a proper citation crediting the author
- Turning in an assignment from a previous semester as if it were your own
- Having someone else complete your lab assignment and submitting it as if it were your own
- Signing someone else’s name to an attendance sign-in sheet
- Use of assignments completed in one class as any part of a project assigned in another class
- Sharing/copying homework assignments.
- Use of unauthorized notes during an examination
- In cases of cheating, both parties will be held equally responsible, i.e. both the student who shares the work and the student who copies the work.

Behavior like this will not be tolerated in this class. Penalties for such actions are given at my discretion, and can range from a failing grade for the individual assignment, to a failing grade for the entire course.

If you use text, figures, and data in reports that was created by others you must identify the source and clearly differentiate your work from the material that you are referencing. If you fail to do so you are plagiarizing. There are many different acceptable formats that you can use to cite the work of others (see some of the resources below). The formats are not as important as the intent. You must clearly show the reader what is your work and what is a reference to somebody else’s work.

Plagiarism is a serious offence and could lead to reduced or failing grades and/or expulsion from the university. The Temple University Student Code of Conduct specifically prohibits plagiarism (see http://www.temple.edu/assistance/udc/coc.htm).

The following excerpt defines plagiarism:

Plagiarism is the unacknowledged use of another person’s labor, ideas, words, or assistance. Normally, all work done for courses — papers, examinations, homework exercises, laboratory reports, oral presentations — is expected to be the individual effort of the student presenting the work. There are many forms of plagiarism: repeating another person’s sentence as your own, adopting a particularly apt phrase as your own,
paraphrasing someone else’s argument as your own, or even presenting someone else’s line of thinking in the development of a thesis as though it were your own. All these forms of plagiarism are prohibited both by the traditional principles of academic honesty and by the regulations of Temple University. Our education and our research encourage us to explore and use the ideas of others, and as writers we will frequently want to use the ideas and even the words of others. It is perfectly acceptable to do so; but we must never submit someone else’s work as if it were our own, rather we must give appropriate credit to the originator.


For a more detailed description of plagiarism:

Princeton University Writing Center on Plagiarism:
http://web.princeton.edu/sites/writing/Writing_Center/WCWritingRes.htm

How to successfully quote and reference material:

University of Wisconsin Writers Handbook
http://www.wisc.edu/writing/Handbook/QuotingSources.html

How to cite electronic sources:

Electronic Reference Formats Recommended by the American Psychological Association
http://www.apastyle.org/elecmedia.html

References and Resources

Temple University Student Code of Conduct http://www.temple.edu/assistance/udc/coc.htm
Temple University Writing Center http://www.temple.edu/writingctr/

Disabilities Disclosure Statement

Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215 204 1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

Student and Faculty Rights and Responsibilities

Freedom to teach and learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty and Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

Student Concerns Guidelines

The Grievance Procedure is available on the Fox Web Site
http://www.fox.temple.edu/cms_academics/dept/advising/students/grievance-procedures/