Design Inquiry and Research

General Information

<table>
<thead>
<tr>
<th>MBA Program</th>
<th>Credit hours 1.5</th>
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<tbody>
<tr>
<td>MIS 5403 Sec 401</td>
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<tr>
<td>Course dates and times</td>
<td>Course location</td>
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<tr>
<td>Class meets Tuesday 6:00-8:30</td>
<td>TUCC 306</td>
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Instructor Information

<table>
<thead>
<tr>
<th>Instructor</th>
<th>James Moustafellos</th>
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<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>
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<tr>
<td>Office Hours</td>
<td>Tues/Thurs 11:00-1:00 or by appointment – or - Before or after class.</td>
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Competency Prerequisites/Co-requisites

<table>
<thead>
<tr>
<th>Prerequisite Competencies</th>
<th>None</th>
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<tbody>
<tr>
<td>Co-requisite Competencies</td>
<td>None</td>
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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

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**Competency Map**

<table>
<thead>
<tr>
<th>MBA Learning Goal</th>
<th>Competency</th>
<th>Skill</th>
<th>Competency Measurement or Demonstration</th>
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<tbody>
<tr>
<td>Learning Goal</td>
<td>(Primary) Influential Communication [See course level objective 3]</td>
<td>Active listening</td>
<td>Demonstrated through research interviews and the ability to synthesize stakeholder input and needs into final proposals. Demonstrated in project teamwork and ability to listen and hear ideas and contributions of team members. Measured through peer evaluations.</td>
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<td></td>
<td>(Primary) Influential Communication [See course level objective 3]</td>
<td>Written and oral communication</td>
<td>Measured through quality of written narratives of stakeholder interviews and observations</td>
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<tr>
<td>Learning Goal</td>
<td>(Secondary) Leadership</td>
<td>Assuming a leadership role in team settings</td>
<td>Measured through peer evaluations</td>
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<tr>
<td>(Secondary) Identify and Evaluate Business Opportunities</td>
<td>Opportunity recognition and screening</td>
<td>Demonstrated through the identification of unmet stakeholder needs how well they are translated into viable proposals</td>
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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 influence achievement of other competencies including: Implementation Management, Cross-Cultural Effectiveness, and Ethical Management.

Course Materials

Required
Required readings are listed in the course schedule.

Recommended
The following are recommended for those interested in learning more about this topic:


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.

25 Aug / Class 1:  *An approach to working, understanding and envisioning / Part 1*

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
- Introduction to Ethnographic Research and fieldwork
- Project introduction

Readings due:


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

Reading Summary #1 due:

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?

1 Sept / Class 2:  *Fieldwork*

Readings due:

Watch the video: The Deep Dive (IDEO shopping cart – approx. 21 min.  View using the links below:

(Generally good quality but in 3 parts)

Part 1  [https://www.youtube.com/watch?v=JkHOxyafGpE](https://www.youtube.com/watch?v=JkHOxyafGpE)

Part 2  [https://www.youtube.com/watch?v=pVZ8pmlkg1do](https://www.youtube.com/watch?v=pVZ8pmlkg1do)

Part 3  [https://www.youtube.com/watch?v=nyugyrCQTuw](https://www.youtube.com/watch?v=nyugyrCQTuw)

(Full episode but not the best quality)  [https://vimeo.com/16456835](https://vimeo.com/16456835)
Assignment due:

Research progress report to present to your team: What have you completed to date? Provide examples, evidence, photos. What challenges have you faced? What else are you planning to do and what new directions would you like to pursue?

In class exercise:

Review research done individually. As a team, discuss the field research methods shown in the IDEO video and presented in the reading and compare to your fieldwork methods. Carefully review HOW you each researched and WHERE you went. As a team strategize what else you can each do to broaden the scope of knowledge and understanding about the project.

Write a team Research progress report. Submit at the end of class.

8 Sept / Class 3: An approach to working, understanding and envisioning / Part 2

- Assembling a personal repository of tools for research and data collection
- Analyzing information from observations and fieldwork and synthesizing them into key insights
- Analytic-synthetic loops
- Thinking through visual means
- Discovering unexpected outcomes
- Collaborative working methods
- Introduction to Interviewing and writing narratives

Readings due:

- “Informing our Intuition: Design Research for Radical Innovation”

Reading Summary #2 due:

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. What are 3 ways you personally conducted research that were unexpected, uncomfortable, exciting or most unusual?
- 3. What are 3 things you discovered that surprised you?
Research Preparation due:
- 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.

15 Sept / Class 4: All you can do to understand a situation, its context and stakeholders
- Understanding the power of people and stories
- Developing personas
- Discovering unmet needs
- Developing a strategy and formal research plan for your project:
  What do you have? What do you need? What is missing?

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.
  - Interview REQUIRED FORMAT: your interview assignment 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 up to 2 PAGES MAXIMUM. This format is to help you understand the required length of your assignment in order to have sufficient content. Papers that violate the format requirement will be penalized.
22 Sept / Class 5: *Understanding a problem as a system*

- Design process
- Iterations
- Introduction to mapping and visualizing complex systems
- Visualizing information and systems

29 Sept / Class 6: *Making sense of information*

- Team members will share visual representations and create a consolidated system representation.
- Building on key insights and identifying opportunities

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 Summary #3 due:**

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 to communicate your idea – but they must enhance communicating your ideas and **you may only use 1 slide**. THIS IS A VISUAL REPRESENTATION, NOT A PRESENTATION.

Conduct any additional research to understand you persona’s unmet needs and fill any gaps in the general research identified by the team.
Weaving your insights and findings into a compelling story
- Bringing it all together
- Building a project report.
- Teams will present final report drafts to each other for criticism

Readings due:
- “This Advice From IDEO’s Nicole Kahn Will Transform the Way You Give Presentations”  
  http://firstround.com/article/This-Advice-From-IDEOs-Nicole-Kahn-Will-Transform-the-Way-You-Give-Presentations

Assignment due:
- Final report document draft due.

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

Final report document due:
- Teams will submit a final document of their project. Use Powerpoint to create a report document that combines graphic and written summaries. 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 in your document.

Policies & Procedures
Grading Policy

The final grade for the course will be determined as follows:

- Class preparation and participation 25%
  - Weekly 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 weekly session: 2 ½ hours. Any students who have a conflict with more than 1 session 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.
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/
  http://www.temple.edu/gradbulletin

**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/