

BA670 // 4.5 credits // Professor J. Sanchez-Burks (Winter 2020)  
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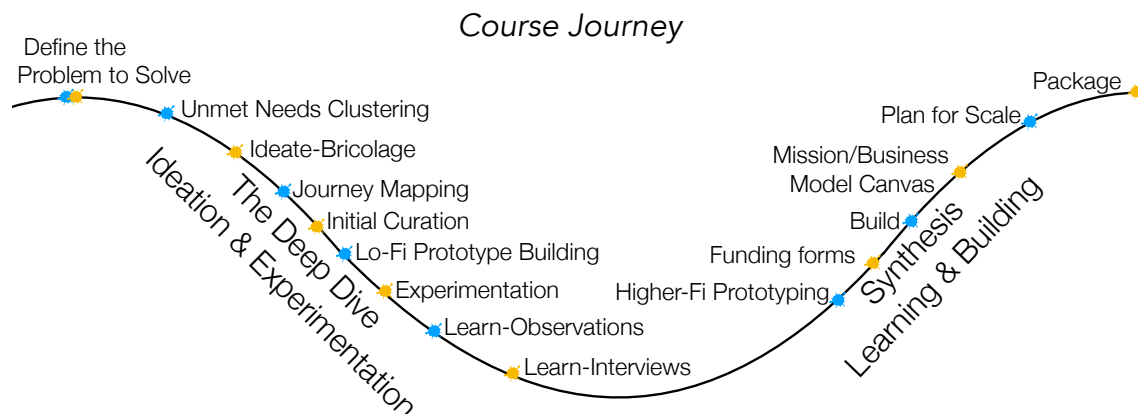
**+Impact Studio: Translating Research into Practice**  
 Winter Term Focus: Ideating, Designing & Prototyping an Opportunity

*Regular Class meeting time: Mondays 8am-11:50am  
 (from 8am-10am meet in B3580, then we'll work in the studio from 10:00-11:50am)*

*Teams will have a regularly scheduled 2 hours per week working in the studio together*

#### COURSE DESCRIPTION

The +Impact Studio teaches interdisciplinary student teams (e.g., MBAs, MSWs, MPH, Stamps, MSI MEng) how to use *scholarly intellectual capital, business acumen and design methodologies* to begin to address *wicked problems*. Wicked problems are issues with societal import, that are difficult to understand, and are embedded within complex systems; for example, *how might the financially precarious accomplish necessary transactions; how might citizens living with failing infrastructure be better served by their municipality?* Such problems and the definition of 'impact' for this course are directly inspired by the United Nations 17 Sustainable Development Goals for 2030. To begin to address such goals, teams will explore leverage points between university-generated intellectual capital (e.g., new insights on FinTech or a machine learning algorithm from Marketing research) and opportunities to build a sustainable solution to an unmet need at scale. There is a trove of such capital within the University that would otherwise remain disconnected from the pressing problems of our generation. Thus, this course serves as a nexus between this intellectual capital, a wicked problem and design. In the Winter term, this course focuses on generating and prototyping a viable solution (complete with a fundable/sustainable business model) to an opportunity researched, developed and identified by BA670 students in the previous Fall term. Specifically, teams will take on the challenge of developing a human-centered and systems-centered understanding of the specific opportunity to make a positive impact at scale. Your work this Winter term will be packaged such that it would be ready to be launched and make an impact.



## LEARNING OBJECTIVES

The course will provide students an opportunity to learn the foundations of design methodologies generated in anthropology, social psychology, sociology and industrial design. Upon successful completion of this course, students will be able to: apply a systems approach to identifying stakeholders and how they are connected within a network, conduct ethnographic qualitative research, surface implicit emotional and behavioral needs among stakeholders, generate composite personas, conduct bricolage-ideation sessions, engage in iterative prototyping and build a Business/Mission Model Canvas. These are the same design methodologies increasingly used in many organizations including Amazon, McKinsey, Bank of America Merrill Lynch and General Motors.

### Time Commitment

Applying the [Rackham formula](#) of credits to hours (i.e., 4.5 credits = 4.5 classroom hours, 2-3 hours per each credit out of formal class time), the expected time breakdown is as follows: Teams will hold regular meetings (e.g., every Wednesday 12-2) in the +Impact Studio facility in addition to hours spent outside the studio doing research.

### Digital Collaboration Tools

Teams will be required to maintain all digital assets on the dedicated course 'Miro' site (<https://miro.com/>) and rely on an integrated Slack app (<https://slack.com/>) for internal team and course communication. Canvas will be used solely for submitting the individual assignments and posting course grades.

Policy on the use of electronic tools in class and in the studio (laptops, tablets, phones).

No electronic devices are allowed during Monday class. **Phones:** In the studio, phones should be set to vibrate or turned off (if you need to message or make a call, do so outside the studio during a break)-no phones are to be used within the studio. **Laptops:** In the studio, only one laptop may be turned on and only if its screen is projected onto the team display—that is, laptops are to be used when the entire team needs its eyes on a display.

### Academic Honor Code

Personal integrity and professionalism are fundamental values of the Ross Business School community. This course will be conducted in strict conformity with the Academic Honor Code. The Code and related procedures can be found at <http://www2.bus.umich.edu/MyiMpact/academics/ross-community-values>. The site also contains information on what constitutes plagiarizing. Claimed ignorance of the Code and related information appearing on the site will be viewed as irrelevant should a violation take place.

**Core Course Values:** Intellectual Humility and Relentless Curiosity

## Students with Disabilities

If you think you need an accommodation for a disability, please let me know prior to the first class (so that I can adjust accordingly). I will treat information you provide as private and confidential. Here is more from the School's official policy: Policy on Testing Accommodations for Students with Disabilities

The University of Michigan is committed to providing equal opportunity for participation in all programs, services and activities. Students wishing to receive testing accommodations must register with the UM SSD (Services for Students with Disabilities) as soon as possible. Students must then submit their Verified Individualized Services and Accommodations (VISA) form online as early as possible, but no later than two weeks prior to the first test or exam for which accommodations are requested.

Requests must be sent using the Accommodations Request Form and must include a scanned or photographed copy of the VISA form. This form only needs to be submitted once during your academic career with Ross unless your accommodations eligibility expires. Questions can be directed to the Accommodations Coordinator at [RossAccommodationsCoordinator@umich.edu](mailto:RossAccommodationsCoordinator@umich.edu). In rare cases, the need for an accommodation arises after the two-week deadline has passed (for example, a broken wrist). In these cases, students should still contact SSD and the Ross Accommodations Coordinator at [RossAccommodationsCoordinator@umich.edu](mailto:RossAccommodationsCoordinator@umich.edu), however, due to logistical constraints we cannot guarantee that an accommodation can be made after the two-week deadline has passed.

## DELIVERABLES

<u>Assignment</u>	<u>Format</u>	<u>Due Date</u>	<u>Weight</u>
Learning Logs (n=7)	Individual Assignment	Weekly	20%
Team-led discussion of the readings/videos	Team Assignment	Assignment of teams to class session will be annnc. in class the week before	10%
Team Mission & Canvas (Living Document)	Team Assignment	Begin Feb. 7 & Update Feb 24	10%
Quiz	Individual Assignment	Feb. 25, 5pm (live @ noon Feb 24)	5%
Final Presentation	Team Assignment	April 20	10%
Final Portfolio	Team Assignment	April 25	25%
Dossier	Team Assignment	April 25	10%
Participation/Peer Evaluation	Individual Assignment	April 25	10%

## LEARNING LOGS

Individual learning is central to the +Impact Studio. To facilitate, document, and assess this in an on-going fashion, individually, submit structured memo each week: [A link to the Learning Log Submission page can be found on our course Canvas Homepage.](#) Each memo provides a venue to document how you are thinking differently as a result of all of the following: (a) class/studio content, (b) discussions, and (c) readings/videos. **These should be submitted by the end of each week, no later than Sunday, 10AM EST.**

## TEAM-LED DISCUSSION OF THE READINGS/VIDEOS

As noted in the schedule, a specific team will be responsible for leading a discussion in class on the readings. Successful completion of this assignment is to prepare, in advance, specific questions for the class to consider from the readings/videos as well as raise personal conclusions and implications (no slides). In addition, success entails eliciting an engaging discussion with students from other teams. This in no way removes responsibility for all students to come prepared having read/watched all of the material. Instead, it provides a student-centered lens on making the most of readings/videos.

## TEAM MISSION & TEAM CANVAS

The template for this assignment will be provided. In addition to the template, teams should be very clear and specific about how decisions will be made and when there is a disagreement, their discussion norms and voting rules. For the update deliverable, teams should provide a 2 page max document that articulates, what team dynamics have helped the team make progress, what is not helping and what the team needs to do more of. Finally, detail the decision rules used in the past and the plan going forward. Although, the Professor is not and should not be a member of the team, students and teams are responsible for checking-in with the Professor so the Prof. can serve as a soundboard. Although diverse innovative teams can be challenging, the goal is for you to gain experiences that will help you for a lifetime.

## FINAL PRESENTATION

The final presentation consists of an oral presentation that provides a highly interactive overview of the contents contained in the final portfolio (see below). In addition, teams are expected to be prepared to elaborate, defend, and iterate during the presentation on the team's analyses, conclusions, and suggestions for next steps. The presentation should contain a slide deck as well as supplementary digital and analog materials. All members of the team are expected to contribute to the development and the delivery of the presentation in a meaningful way.

## FINAL PORTFOLIO

The final portfolio is the comprehensive set of materials required to make full use of this semester's work in launching a proposed enterprise or other solution (or convincingly making the case that no viable solution is possible, at least at this time). Given the inherent flexibility the team has to develop a solution, a rigid template is not feasible. However, the portfolio should include a 3 page Business/Mission Model Canvas put into a narrative along with a detailed plan of what the team proposes would be the next steps towards implementing their solution in a sustainable manner.

## DOSSIER

The dossier contains the complete set of artifacts (photographs, raw interview quotes, images of prior prototypes, etc.) created during the semester. These artifacts will be submitted in analog and digital format (e.g., google drive).

## PARTICIPATION/PEER EVALUATION

Much of the academic work in this course is done in interdisciplinary teams. In addition to the preparing for a weekly team stand up (template will provided to teams via Slack) and the Class #2 presentations of the Fall Brief, peer reviews will be collected from team members for all students, and these reviews will be carefully considered in the Professor's evaluation of a student's relative participation. Peer evaluations are confidential. Frank and honest feedback is highly valued.

## ROSS CURVE

Where applicable, grade distributions will adhere to the Ross curve.

## BONUS

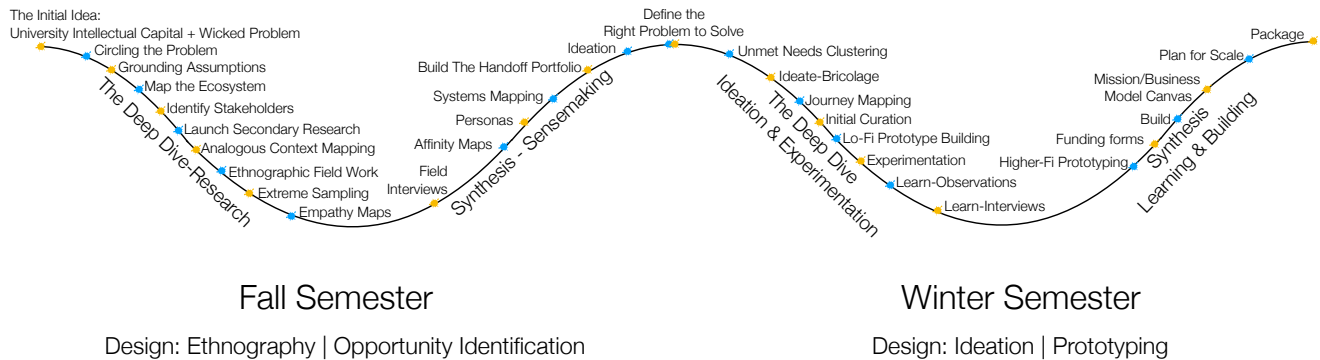
Many additional course resources are provided with the goal of enabling you to teach this material in your next organization.

## Additional Information about the +Impact Studio

### Mission

The +Impact Studio's mission is to harness the power of design and business to develop impactful solutions to global challenges and to deploy leaders with a social innovation skill-set. As part of this work, the Studio seeks to translate faculty research insights into applications that address wicked problems.

Big picture of the two-semester design cycle program (Students enroll in either the Fall or the Winter Semester)



## OVERVIEW OF COURSE SCHEDULE FOR WINTER 2020

**JANUARY 13:** CLASS #1 - STUDIO WEEK #1  
*DESIGNING THE RIGHT THINGS - AFFINITY MAPPING THE BRIEF*

**JANUARY 20** NO CLASS (MLK DAY), BUT STUDIO WEEK #2  
*RESEARCH CONTINUES AND YOUR PRESENTATION IS NEXT MONDAY*

**JANUARY 27:** CLASS #2, STUDIO WEEK #3  
*STUDENTS' PRESENTATIONS ON THE BRIEF, LADDERING THE OPPORTUNITY, ECOSYSTEM MAPPING 2.0 & TEAM FORMATION*

**FEBRUARY 3:** CLASS #3 - STUDIO WEEK #4  
*BRICOLAGE, LO-FI PROTOTYPING, BMC/MMC*

**FEBRUARY 10:** CLASS #4 - STUDIO WEEK #5  
*PATHWAYS FOR DESIGN IN IMPACT INNOVATION & STORYBOARDING*

**FEBRUARY 17:** CLASS #5 - STUDIO WEEK #6  
*VIABILITY: INSIGHTS FROM TECH TRANSFER*

**FEBRUARY 24:** CLASS #6 -(NO STUDIO WEEK DUE TO EXAMS):  
*GETTING AN IDEA ON BENEFICIARIES RADAR*

**MARCH 2** NO CLASS - SPRING BREAK - ENJOY!

**MARCH 9:** NO MONDAY CLASS, BUT STUDIO WEEK #7  
*DESIGNING THINGS RIGHT*

**MARCH 16:** CLASS #7/STUDIO WEEK #8  
*IDEATION/TESTING CYCLE*

**MARCH 23:** CLASS #8/STUDIO WEEK #9:  
*REFINE CONCEPT INTO A SINGLE COHESIVE DESIGN READY FOR IMPLEMENTATION*

**MARCH 30:** CLASS #9/STUDIO WEEK #10:  
*VALIDATION AND HIGHER RES PROTOTYPE DEVELOPMENT*

**APRIL 6:** CLASS #10/STUDIO WEEK #11  
*WABI-SABI DESIGN REVIEW*

**APRIL 13:** CLASS #11/STUDIO WEEK #12:  
*TEAMS HAVE MONDAY & THE WEEK TO PREPARE CONCEPT MATERIALS*

**APRIL 20:** CLASS #12/ NO STUDIO WEEK:  
*FINAL CONCEPT PITCH, REFLECT, (& CELEBRATE)*

**JANUARY 13: CLASS #1 - STUDIO WEEK #1**  
*DESIGNING THE RIGHT THINGS - AFFINITY MAPPING THE BRIEF*

**LEARNING GOALS:** GAIN A BIG PICTURE PERSPECTIVE ON THE FIRST HALF OF THE DESIGN PROCESS AND FORMS OF COLLABORATION REQUIRED FOR SUCCESS

**READINGS - DISCUSSION LED BY TEAM:** \_\_\_\_\_

1. LIEDTKA, JEANNE, ANDREW KING & KEVIN BENNETT. SOLVING PROBLEMS WITH DESIGN THINKING. NEW YORK: COLUMBIA BUSINESS SCHOOL PUBLISHING, 2013. CHAPTER 9 & 10; PP. 143-159, PP. 160-178.
2. NORMAN, DONALD A. THE PSYCHOLOGY OF EVERYDAY THINGS. NEW YORK: BASIC BOOKS, 2002. CHAPTERS 1 & 6.
3. BROWN, TIM & MARTIN, R. "DESIGN FOR ACTION." HARVARD BUSINESS REVIEW, VOL 93, NO 9.
4. BERGER, WARREN. GLIMMER: HOW DESIGN CAN TRANSFORM YOUR BUSINESS, YOUR LIFE, AND MAYBE EVEN THE WORLD. LONDON: RANDOM HOUSE, 2009. THE BRIEFING; PP. 1-17.

**STUDIO WORK:**

1. Study the Fall Portfolio/Dossier
2. Research the roots (technology/other companies in this space),
3. Use Affinity Mapping to Document Insights

**Due by Sunday 10:00am:** Individual learning log (link provided on Canvas)



**JANUARY 20** NO CLASS (MLK DAY), BUT STUDIO WEEK #2  
*RESEARCH CONTINUES AND YOUR PRESENTATION IS NEXT MONDAY*

**STUDIO WORK:**

1. Research of the Fall Portfolio, potential competitors in the marketplace and University scholarly intellectual capital
2. Create a list of unmet needs.
3. Create an initial list of specific potential beneficiaries (e.g., target B2B and B2C markets).
4. Prepare a 10-min presentation of key insights, beneficiaries, unmet needs

Note: Your Presentation is Next Monday

**JANUARY 27: CLASS #2, STUDIO WEEK #3**  
*STUDENT'S PRESENTATIONS ON THE BRIEF, LADDERING THE OPPORTUNITY,  
ECOSYSTEM MAPPING 2.0 & TEAM FORMATION*

**LEARNING GOALS:** DEVELOP AN APPRECIATION FOR MULTI-PHASE, MULTI-TEAM APPROACHES TO BUILDING SUSTAINABLE SOLUTIONS; LEARN AND APPLY THE DESIGN TOOLS OF LADDERING AND ECOSYSTEM MAPPING

TODAY, STUDENT GROUPS WILL PRESENT A CONCISE YET COMPREHENSIVE NARRATIVE OF KEY INSIGHTS AND REMAINING QUESTIONS BASED ON THE THREE FALL DOSSIER AND PORTFOLIOS

**READINGS -**

1. PARNES, SIDNEY J. CREATIVE BEHAVIOR GUIDEBOOK. NEW YORK: CHARLES SCRIBER'S SONS, 1976; PP. 122-133.
2. CHENG, CHI-YING, JEFFREY SANCHEZ-BURKS & FIONA LEE. "TAKING ADVANTAGE OF DIFFERENCES: INCREASING TEAM INNOVATION THROUGH IDENTITY INTEGRATION." EMERALD GROUP PUBLISHING LIMITED, 2008. VOL. 11, PP. 55-73. (READ ONLY THE INTRODUCTION AND DISCUSSION SECTION)
3. KOLKO, JON. "DESIGN THINKING COMES OF AGE" HARVARD BUSINESS REVIEW, 2015, PP. 1-7.
4. V.U.C.A.: <https://www.forbes.com/sites/sunniegiles/2018/05/09/how-vuca-is-reshaping-the-business-environment-and-what-it-means-for-innovation/#30a939b9eb8d>

**STUDIO WORK:**

1. Complete a living [Team Canvas](#) (drawn on butcher paper),
2. Create an Ecosystem Map (including leaves, roots, analogous contexts, extreme users and competitors)
3. Begin to ladder your HMW and begin an assumptions list

**Due Monday Jan 27** Research Report-out presentations

**Due by Sunday 10:00am:** Individual learning log (link provided on Canvas)

**FEBRUARY 3: CLASS #3 - STUDIO WEEK #4**  
*BRICOLAGE, LO-FI PROTOTYPING, BMC/MMC*

**LEARNING GOALS:** ACQUIRE A DEEPER UNDERSTANDING OF THE PSYCHOLOGY OF IDEA GENERATION (BRICOLAGE), BARRIERS TO LO-FI PROTOTYPING; HOW TO USE A BUSINESS AND MISSION MODEL CANVAS IN THE DEVELOPMENT OF AN ENTERPRISE/MISSION DRIVEN ORGANIZATION

**READINGS - DISCUSSION LED BY TEAM:** \_\_\_\_\_

1. BROOKS, ALISON WOOD & LESLIE K. JOHN. "THE SURPRISING POWER OF QUESTIONS" HARVARD BUSINESS REVIEW, VOL. 96, NO. 3, 2018, PP. 60-68.
2. CSIKSZENTMIHALYI, MIHALY. CREATIVITY: FLOW AND THE PSYCHOLOGY OF DISCOVERY AND INVENTION. NEW YORK: HARPERCOLLINS, 1996. CHAPTER 4: THE WORK OF CREATIVITY; PP. 77-106.
3. TIPS FOR CONDUCTING FOR ETHNOGRAPHIC INTERVIEWS AND PARTICIPANT OBSERVATION
4. WATCH: [IIT: Getting People to Talk: An Ethnography & Interviewing Primer](#) (30 MIN)
5. [Conducting an interview A: Conducting an Interview B](#)
6. READ: [Interview for Empathy](#)
7. WATCH: [What people are really doing](#)

**STUDIO WORK:**

1. Conduct a Bricolage Session/ Heat Mapping
2. Prototype top 2 popular ideas (keep unprototyped ideas "alive and digitized")
3. Begin a living BMC/MMC with clear articulate of customer's/beneficiaries' job to be done
4. Update Team Canvas, 5. Revise HMW 6. Continue research on resources and competitive landscape

**Additional Tools:**

- [Mission Model Canvas Videos](#) and templates - [More BMC videos](#) [BMC 3](#) Watch: NYT [Meant to Keep Malaria Out, Mosquito Nets Are Used to Haul Fish In](#) (3 min)
- Read: NYT Book Review [Virginia Eubanks, How Big Data Is 'Automating Inequality'](#)
- Read: Bain & Co. [Tackling AI's Unintended Consequences](#)

**Due by this Friday:** Team Canvas Poster posted in studio

**Due by Sunday 10:00am:** Individual learning log (link provided on Canvas)

**FEBRUARY 10: CLASS #4 - STUDIO WEEK #5**  
*PATHWAYS FOR DESIGN IN IMPACT INNOVATION & STORYBOARDING*

**LEARNING GOALS:** ACQUIRE A PERSPECTIVE ON HOW TO CONTEXTUALIZE A SOCIAL PROBLEM USING THE 'PATHWAYS GRID' AND HOW TO USE THIS GRID TO FOCUS A CONCEPT DESIGN

**READINGS - DISCUSSION LED BY TEAM:** \_\_\_\_\_

1. SANCHEZ-BURKS, JEFFREY & QUY NGUYEN HUY. "EMOTIONAL APERTURE AND STRATEGIC CHANGE: THE ACCURATE RECOGNITION OF COLLECTIVE EMOTIONS." ORGANIZATION SCIENCE. VOL 20, NO. 1, 2009, PP. 22-34. (READ ONLY THE INTRODUCTION AND DISCUSSION SECTION)
2. IYENGAR, S., & LEPPER, M. (2000). WHEN CHOICE IS DEMOTIVATING: CAN ONE DESIRE TOO MUCH OF A GOOD THING. JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY, 27(6), 995-1006. (READ ONLY THE INTRODUCTION AND DISCUSSION SECTION)
3. BENEDICT, RUTH. THE CHRYSANTHEMUM AND THE SWORD: PATTERNS OF JAPANESE CULTURE. BOSTON:HOUGHTON MIFFLIN COMPANY, 1989. FORWARD; PP. IX-XII. CHAPTER 1: ASSIGNMENT: JAPAN; PP. 1-19.

**STUDIO WORK:**

1. Complete a [Pathways 1.0](#) to contextual problem and concept space
2. Conduct another Bricolage session
3. Update Team Canvas
4. Each team member completes this [Value Proposition](#) and posts in the studio
5. Revise HMW
6. Continue research on resources and competitive landscape

**Additional Tools:**

- [Business Model Canvas - Prototyping Video](#) <https://www.designkit.org/methods/35>

**What can go wrong:**

- Read: ["Ban the box" does more harm than good](#)
- Watch: [Systems thinking: a cautionary tale \(cats in Borneo\)](#) (3 min)

**Due by Sunday 10:00am:** Individual learning log (link provided on Canvas)

**FEBRUARY 17: CLASS #5 - STUDIO WEEK #6**  
*VIABILITY: INSIGHTS FROM TECH TRANSFER*

**LEARNING GOALS:** LEARN THE BASICS OF WHAT IS NEEDED FROM A RESOURCE PERSPECTIVE TO LAUNCH A VENTURE

**READINGS - DISCUSSION LED BY TEAM:** \_\_\_\_\_

1. Leonard, Kelly & Tom Yorton. Yes, And. New York: HarperCollins Publishers, 2015. Seven Elements of Improv; pp. 12-18.
2. Thompson, Leigh L. & Hoon-Seok Choi. Creativity and Innovation in Organizational Teams. New York: Lawrence Erlbaum Associates, 2006. Chapter 6: Explaining Psychological Safety in Innovation Teams: Organizational Culture, Team Dynamics, of Personality?; pp. 109-136. Chapter 10: Bridging Old Worlds and Building New Ones: Toward a Microsociology of Creativity; pp. 199-216.

**STUDIO WORK:**

1. Prepare your team report out for next Monday that captures the team's BBC/MMC (who/what/how to do it and how it can be viable)
2. Revise your HMW

**Due by Sunday 10:00am:** Individual learning log (link provided on Canvas)

**Additional Tools:**

<https://www.interaction-design.org/literature/article/design-thinking-get-started-with-prototyping>

**FEBRUARY 24:** CLASS #6 -(MONDAY CLASS, BUT NO STUDIO LATER IN THE WEEK DUE TO EXAMS):

*GETTING AN IDEA ON BENEFICIARIES RADAR*

**LEARNING GOALS:** HOW TO TAKE INTO ACCOUNT FACTORS THAT AFFECT ADOPTION OF SOLUTIONS EVEN WHEN THE BENEFIT IS CLEAR

**READINGS** - NO READINGS TO PROVIDE TIME FOR YOU TO PREPARE FOR YOUR EXAMS

**GUEST SPEAKER:** MARCUS COLLINS

***MARCH 2 NO CLASS - SPRING BREAK - ENJOY!***

**GOALS:** RELAX, REFLECT, RECHARGE

**MARCH 9: NO MONDAY CLASS (ROSS HOLIDAY), BUT STUDIO WEEK #7**  
***DESIGNING THINGS RIGHT***

**LEARNING GOALS:** WITH ONLY FOUR WEEKS BEFORE YOU PREVIEW YOUR FINAL DESIGN IN A PRESENTATION, ITS TIME TO DEVELOP A PLAN FOR FINAL RAPID ITERATION, MMC/BMC AND PROTOTYPE DEVELOPMENT.

**STUDIO WORK:**

1. Update Team Canvas
2. Develop and specific team plan for final 4 weeks before first Concept Pitch and Final Submission in 6 weeks),
3. Testing and learning from the field



**MARCH 16: CLASS #7/STUDIO WEEK #8**  
*IDEATION/TESTING CYCLE*

**LEARNING GOALS:** BETTER UNDERSTAND HOW META-BRICOLAGE ACROSS TEAMS CAN CONTRIBUTE TO A MORE COMPREHENSIVE SOLUTION

**READINGS - DISCUSSION LED BY TEAM:** \_\_\_\_\_

1. MUELLER, JENNIFER A., SHIMUL MELWANI, AND JACK A. GONCALO. "THE BIAS AGAINST CREATIVITY WHY PEOPLE DESIRE BUT REJECT CREATIVE IDEAS." ASSOCIATION FOR PSYCHOLOGICAL SCIENCE, VOL. 23, NO. 1, 2012, PP. 13-16. (READ ONLY THE INTRODUCTION AND DISCUSSION SECTION)
2. SANCHEZ-BURKS, JEFFREY, MATTHEW J. KARLESKY, & FIONA LEE. "PSYCHOLOGICAL BRICOLAGE: INTEGRATING SOCIAL IDENTITIES TO PRODUCE CREATIVE SOLUTIONS." THE OXFORD HANDBOOK OF CREATIVITY, INNOVATION, AND ENTREPRENEURSHIP. OXFORD UNIVERSITY PRESS, 2015.PP. 93-102.

**STUDIO WORK:**

1. Move forward cross-team collaboration (meta-bricolage).
2. Revise your HMW
3. Ideate/Prototype/Test/Learn/Repeat

**Additional Tools:**

[Business Model Canvas - Validating Video](#)

**Due by Sunday 10:00am:** Individual learning log (link provided on Canvas)

**MARCH 23:** CLASS #8/STUDIO WEEK #9:  
*REFINE CONCEPT INTO A SINGLE COHESIVE DESIGN READY FOR  
IMPLEMENTATION*

**LEARNING GOALS:** CONCEPT REFINEMENT

**READINGS** - DISCUSSION LED BY **TEAM:** \_\_\_\_\_

1. HEATH, CHIP & DAN HEATH. MADE TO STICK. NEW YORK: RANDOM HOUSE, 2008.  
INTRODUCTION: WHAT STICKS?; PP. 3-24.
2. OSBORN, ALEX E. APPLIED IMAGINATION. NEW YORK: CHARLES SCRIBER'S SONS, 1963.  
CHAPTER 1: THE ALL IMPORTANCE OF IMAGINATION; PP. 1-14.

**STUDIO WORK:**

1. In cross-team collaboration, Ideate/Prototype/Test/Learn/Repeat

**Due by Sunday 10:00am:** Individual learning log (link provided on Canvas)

**MARCH 30:** CLASS #9/STUDIO WEEK #10:  
*VALIDATION AND HIGHER RES PROTOTYPE DEVELOPMENT*

**LEARNING GOALS:** HOW TO BUILD AN EMPIRICAL CASE FOR THE DESIRABILITY, FEASIBILITY AND VIABILITY OF A CONCEPT

**READINGS - DISCUSSION LED BY TEAM:** \_\_\_\_\_

1. THARP, BRUCE M. AND STEPHANIE M. THARP. "DISCURSIVE DESIGN: CRITICAL, SPECULATIVE, AND ALTERNATIVE THINGS." 2019. CHAPTER 9, 110-133
2. THALER, RICHARD H. & CASS R. SUNSTEIN. NUDGE: IMPROVING DECISIONS ABOUT HEALTH, WEALTH, AND HAPPINESS. NEW YORK: PENGUIN GROUP, 2009. INTRODUCTION; PAGE 1-14. CHAPTER 12: SAVING THE PLANET; PP. 185-198.

**STUDIO WORK:**

1. Ideate/Prototype/Test/Learn/Repeat
2. Refine concept into a single cohesive design ready for implementation

**APRIL 6:** CLASS #10/STUDIO WEEK #11  
*WABI-SABI DESIGN REVIEW*

**LEARNING GOALS:** HOW TO STRUCTURE AND CREATE A WABI-SABI GROUP CULTURE. TEAMS WILL HAVE A FINAL PREVIEW OF THEIR CONCEPTS BEFORE THE FINAL PITCH IN TWO WEEKS

**STUDIO WORK:**

1. Refine Concept based on Pitch Feedback

**APRIL 13: CLASS #11/STUDIO WEEK #12:**  
*TEAMS HAVE MONDAY & THE WEEK TO PREPARE CONCEPT MATERIALS*

**READINGS**

1. SHEPPARD, BENEDICT, GAREN KOUYOUNJIAN, HUGO SARRAZIN AND FABRICIO DORE. "THE BUSINESS VALUE OF DESIGN. HOW DO THE BEST DESIGN PERFORMERS INCREASE THEIR REVENUES AND SHAREHOLDER RETURNS AT NEARLY TWICE THE RATE OF THEIR INDUSTRY COUNTERPARTS?" OCT. 2018, PP.1-14.

**STUDIO WORK:**

1. Invite Prof. JSB and other relevant parties for feedback huddles

**APRIL 20:** CLASS #12/ NO STUDIO WEEK  
*FINAL CONCEPT PITCH, REFLECT, (& CELEBRATE)*

**LEARNING GOALS:** PULLING IT ALL TOGETHER

**STUDIO WORK:**

1. Post presentation: Last week to finalize and then submit by end of the week your final deliverables and required peer reviews