//Design Challenge for Winter 2021
“Building Back Better in the Wake of COVID-19”

• The pandemic is imposing new demands and constraints and creating new norms and needs for social connection. How can we use the knowledge and resources of the University of Michigan and its students to build back better - to reimagine business and social life to be more rewarding, just, and democratic? In business, there are evolutions in service delivery (curbside/tele), customer experiences (compliance with safety guidelines), stakeholder engagement (live events) to fluctuations in supply chains and foot traffic. How might we design this future with resilience and equity in mind?

• In this course, we will focus on pressing issues we find in our local ecosystem of small-medium businesses (SMBs), and impact organizations. We will prioritize organizations facing inequities in the wake of the pandemic including women and minority-owned businesses, and organizations that serve vulnerable populations.

• Students will harness expertise residing within the University (faculty and students) to seek to develop sustainable solutions with local organizations. The journey will require us to identify ways SMBs and impact organizations need to be reimagined in this emerging era to thrive, protect stakeholders, and be resilient for upcoming challenges. The challenges may range from needs to leverage financial technology to imaginative ways to build and sustain social-emotional connections. For example, as the owners of Argus Farms put it, “how do we preserve our vibe and make customers feel like we have our arms around them?”

//Course Objectives

• Provide an interdisciplinary class with hands-on experience using a design methodological approach and business acumen to develop equitable, sustainable solutions.

• Learn design by gaining a rich understanding of how its mindset, process, and tools are grounded in foundational empirical research from the behavioral sciences. In learning why given practices are successful, this course will better prepare you to have deeper conversations with recruiters, colleagues, customers, and beneficiaries about your skills and experience using design thinking.

//Approach

The Winter term course will cover the complete design thinking process from ethnography to field experimentation with ideated prototypes. Students interested in advancing an idea into an entrepreneurial venture may be supported after the term by the studio and/or the Ross Living Business Model Initiative1. To equip students with experience using collaboration platforms common among real-world organizations globally, the course will rely on Miro--for synchronous and asynchronous collaboration, agnostic to when team members are collocated or not, and Slack--for course and team communication and administration. After engaging in ethnographic research with local organizations to identify common unmet needs and opportunities, students will form into teams to design solutions that could plausibly be addressed given existing expertise and resources.

1https://ible.bus.umich.edu/
The variety of methods used in the ‘field’ will include virtual meetings and on the ground observations and interviews informed by the latest University health guidelines (and student comfort).
### Design Thinking

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<th>Tools</th>
<th>Process</th>
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<td>Explore</td>
<td>Participant Observation, Empathy Interviews, Street Photography, SME interviews, Secondary Research, SenseMaking of Data, Mappings, Themes, Core Insights, Personna Spectra</td>
<td>Divergent Phase</td>
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<tr>
<td>Define the Opportunity</td>
<td>HMW Generation, Laddering the Problem, Heat Mapping, Validating the Best Problems to Solve</td>
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<tr>
<td>Ideate + Animate</td>
<td>Bricolage, Lego Animation, Storyboarding, Skitting, Business Model Canvas, Wabi-Sabi Engagement, Intellectual Humility, Iterative Ideation, Iterative Prototyping</td>
<td>Divergent Phase</td>
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<tr>
<td>Soundboard</td>
<td>Hypothesis Generation, Designing Field Experiments, A/B Testing, Sticky messages, Entrepreneurial Fast Pitches</td>
<td>Convergent Phase</td>
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<td>Reimagine &amp; Reanimate</td>
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<td>Field Experiments and Analyses</td>
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<td>Pitch + Package</td>
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January/February

Core Learning Objectives:
1. Acquire a digital toolkit for design collaboration that supports synchronous, asynchronous, virtual, and live project work (Miro, Loom & Slack).
2. Gain a big-picture understanding of the design thinking process and why organizations care so much about those with experience using it to design real world solutions.
3. Learn approaches to ethnographic fieldwork and the science behind them.

Specific Goals
1. Conduct ethnographic field research with organizations and interviews with University subject-matter experts (SMES) to identify needs, opportunities, and resources.
2. Detect patterns that reveal great design opportunities and vote to narrow a final set of opportunities to address this term.
3. Return to the field and SMEs with most promising opportunity statements for feedback and recalibrate accordingly.

February/March

Core Learning Objectives:
1. Acquire a research-based logic for why we face resistance to iterate problem statements and tools for how to lead others through this process.
2. Gain a conceptual framework and related skills for how to better generate novel ideas using existing resources.
3. Develop fluency in animating ideas only to the point that others can understand and contribute to them.

Specific Goals
1. The generation of a high number of solutions (informed by SMEs).
2. Teams form and head to the field and to University SMEs to soundboard high potential HMW and re-calibrate according to feedback.
3. Taking raw prototypes back into the field and to subject matter experts to identify bright spots, roadblocks, and new perspectives.
### March

**Core Learning Objectives:**
1. Gain insight into how behavioral science methodologies in experimental design and hypothesis testing can be used to accelerate learning for solutions that require insight into how people think, feel, and behave.
2. Learn how to build a complete and compelling business model canvas that describes how a solution is sustainable, viable, and desirable.

**Specific Goals**
1. Conduct A/B field experiments to learn about promising directions and identify false assumptions.
2. Draft a complete version of a business model canvas that is appropriate for the team’s specific type of solution.

### April

**Core Learning Objectives:**
1. Acquire research-based experience in story telling and conveying sticky messages.
2. Understand the dynamics and dilemmas of delivering a compelling pitch.
3. Learn how to lead feedback sessions to increase engagement among potential feedback providers.

**Specific Goals**
1. Prepare and deliver a *wabi-sabi* pitch to the other teams.
2. Prepare and deliver a compelling *fast-pitch* to a broader audience.
3. Finalize documents that would enable an organization to understand, launch and evaluate your solution.
4. Collective recognition of all that you have learned and accomplished!
BA670 Winter 2021
//Tempo of Individual and Team Learning Deliverables

**Individual**
- Learning Logs
- Quiz
- Engagement

**Team**
- Stand-ups
- Team Canvas
- Pitches
- Portfolio

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**Explore**
- Define the Opportunity
- Soundboard
- Ideate + Animate
- Soundboard
- Reimagine & Reanimate
- Field Experiments and Analyses
- Pitch + Package

**Design Thinking**
- British Design Council's Double Diamond (2005), based on J. P. Guildford's 1950 model of creativity

**Stages**
- Explore
- Define the Opportunity
- Ideate + Animate
- Reimagine & Reanimate
- Field Experiments and Analyses
- Pitch + Package

**Process**
- Synthesis
- Curation
- Imagination
- Exploration

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**Divergent Phase**
- Define the Right Problem to Solve
- Bricolage
- Journey Mapping
- Lego Prototyping
- Storyboarding
- Skitting
- Designing Social Experiments
- A/B Testing
- Time Lapse Photography
- Wabi-Sabi Engagement

**Convergent Phase**
- Iterate Ideation
- Iterative Prototyping
- Intellectuality Humility
- Business Model Canvas
- Sticky messages
- Entrepreneurial Fast Pitches

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**Soundboard**
- Unmet needs clustering
- HMW generation
- Participant observation
- SME interviews
- Laddering the Problem
- Ecosystem Mapping
- Stakeholder Mapping
- Secondary Research
- Analogous Context Mapping
- Field Interviews
- Affinity Mapping
- Define the Right Problem to Solve
- Bricolage
- Journey Mapping
- Lego Prototyping
- Storyboarding
- Skitting
- Designing Social Experiments
- A/B Testing
- Time Lapse Photography
- Wabi-Sabi Engagement
Meeting Dates & Readings

Day 1 (Jan 25) - Kick-off & Onboarding, Tools for Ethnographic Fieldwork
- The psychology of everyday things (Chapters 1 & 6) - Links on Miro
- Design for Action

Day 2 (Feb 1) - Fieldwork Debriefing, Meaning Making
- The surprising power of questions
- V.U.C.A.: https://tinyurl.com/yaw8r3gw

Day 3 (Feb 8) - HMWs, Laddering, Sound boarding HMWs, Personna Spectra
- Rethinking Subsidized Meal (from Solving Problems with Design Thinking)
- Engaging the Citizens of Dublin (from Solving Problems with Design Thinking)

Day 4 (Feb 15) - The group dynamics of design
- Yes, And: Seven elements of Improv
- Explaining Psychological Safety in Innovation Teams - Link on Miro

Day 5 (Feb 22) - Bricolage & Animate Solutions
- Toward a Microsociology of Creativity
- Better Brainstorming

Day 6 (Mar 1) - Sound boarding nascent concepts then recalibrate & elaboration
- The bias against creativity
- The Briefing: How design can transform your business, your life and …

Day 7 (Mar 15) - Refinement of Animated (prototyped) Ideas
- Parallel Prototyping https://tinyurl.com/y4ezqlod
- The psychological experience of prototyping https://tinyurl.com/yxarhy4t

Day 8 (Mar 22) - Scenario Planning, Hypothesis Development, Impact Testing
- From Jerusalem to Jericho https://tinyurl.com/y35jbb7d
- When Choice is Demotivating https://tinyurl.com/oo6g6eb

Day 9 (Mar 29) - Mission/Business Model Canvas / Generalized Reciprocity
- A/B Testing https://tinyurl.com/y48ouwrr
- Nudge: Introduction and Saving the Planet

Day 10 (Apr 5) - Team sharing of their MBC/MMC Canvas / The Entrepreneurial Pitch
- The business value of design
- What Sticks

Day 11 (Apr 12) - Wabi-Sabi Demo Presentations and Begin Portfolio Building

Day 12 (Apr 19) - Demo Day
//About the Professor

Jeffrey Sanchez-Burks is a Behavioral Scientist and Professor of Management and Organizations at the Ross School of Business at the University of Michigan. He completed his doctoral work at the University Michigan with a focus social psychology and cultural anthropology. Previously, he was on the faculty at the University of Southern California and has had visiting appointments at universities in Singapore, France, Turkey and Russia.

Professor Sanchez-Burks serves as the Faculty Director of the +Impact Studio at Ross. He has taught in over 30 countries around the world working in diverse areas including technology, financial services, arts & entertainment, government intelligence, manufacturing, and healthcare.

His research and executive education work focuses on designing preferable futures and leading strategic change; intercultural competence and social-emotional intelligence. His research has been featured in the TED* series, The Wall Street Journal, New York Times, National Public Radio, and The Harvard Business Review.

JSB was born in San Francisco, raised in Los Angeles, and quarantines in Ann Arbor.

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Individual Deliverables

I maintain high expectations for your individual learning across this course. I will remain available for 1:1 conversations to help with your learning journey. To help us partner in this learning journey, you will have three individual deliverables designed to document the key insights you note across the course (via learning logs), demonstrate your grasp of key concepts and their application (via a quiz), and enhance the learning of others (via sustained engagement).

Learning Logs (N=3, each requires approximately 15 minutes to prepare, 3-4 minutes to record a lo-fidelity Loom —not zoom— recording). The purpose is to document your learning points in the course and how you might apply them inside and outside of this course. To successfully complete these assignments, review your learning notes from weekly (1) readings, (2) class discussion, and (3) studio work and distill your personal insights and their implication for you beyond this class. In addition to these three sources for reflection, you are asked to reflect on your experiential coursework and share a personal moment of (4) pride and (5) intellectual humility. Your Loom recording must include you (audio & video) and one slide with bullet points to guide the reflection and the date of the submission. There are no other constraints or template requirements. Your submissions are confidential and will not be shared with any other student.

Submit the URL of your Loom recording here: https://forms.gle/zveZ5cKueypbyAM78

Quiz (N=1 taking ~30-40 minutes to complete). Mid-semester you will be administered a multiple choice and open-ended quiz that will include questions about key points and concepts introduced in class, and insights from the readings. This is an individual “open-book” quiz. [Link to the quiz will be provided in class]

Engagement (ongoing). I am often asked by recruiters and executives if our students actually gain the skills and experience required to collaborate in innovation teams in the “real world.” This refers to collaborating synchronously, asynchronously, co-located, as well as remote-oftentimes distributed across several timezones—using digital platforms such as Miro and Slack. The truth is that courses can do better to prepare students to shine in interviews where such questions arise. To provide you accountability in advancing your learning journey, you will be assessed on your actual contributions to course discussions and the design process. Zooming w/ your camera on is akin to being in class.

✓ Specifically, this will include (A) your willingness to be fully present during class discussions (i.e., clearly not multi-tasking, advancing the discussion, seeking elaboration of other student’s points) (B) the quality and quantity of contributions made to each weekly

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3 Intellectual Humility will be a core value in our class. As we will discuss in class, it involves (a) awareness of one’s limits (b) appreciation of other’s strengths and (c) relentless curiosity. For more read: https://medium.muz.li/https-medium-com-wayne-intellectual-humility-in-ux-product-design-e725f4e465f0
action item on Miro and (C) your contributions within your team as formally assessed by each of your teammates at the end of the term.

//Specifics on the Learning Deliverables (continued)

//Team Deliverables

Your teammates and I will strive to maintain high expectations for your team action-based learning. Through this process, you will have an opportunity to demonstrate evidence of learning how to lead, mobilize, and contribute to an interdisciplinary design team. Success in this domain will be demonstrated by your efforts (even when you get things wrong) and your curiosity and gratitude for the unique perspectives that others bring to the course in the following:

.Stand-ups (N=4, each requires approximately 15min to prepare, 5min to record). The purpose of this team assignment is to have teams maintain a collective awareness of where they stand and seek insights from outside the team. Teams will be provided a slide template to succinctly note (A) moments of gratitude and/or sources of energy, (B) a bright spot on progress made since the last stand-up, (C) a thorn/issue that hampered progress on specific weekly goals, and (D) 2 specific goals to accomplish in the upcoming week.

All team members are responsible to participate in the 15 minute huddle to write down these points within the Miro template. Teams will then rotate members for each separate stand-up to record the slides (1 presenter per Stand-up submission). The recording will utilize the same Digital platform as the individual learning logs (i.e., a pre-recorded loom.com video) that will be posted into Slack on the #stand_ups channel. This will allow myself and others in the class to create a dedicated thread where we can respond to requests for feedback.

.Team Canvas (N=2, each requires approximately 45min to discuss and prepare). The purpose of this team assignment is to develop a strategic and organized set of operating values and processes. These should take into account individual learning goals and the unique composition of the team. Reflecting on your team’s performance, your team will be asked to reflect mid-semester on your Canvas 1.0 and create a new Canvas 2.0. Critically, this assignment requires you to submit a one page rationale behind your revised/updated team operating processes. Take this one seriously. Establish clear expectations, ways to maintain transparency along the way, and how to effectively manage dynamics when life interrupts our work (it has a way of doing that now and again).

Place your Team Canvas 2.0 in your studio space, submit your one pager on Slack under #teamcanvasversion2
//Specifics on the Learning Deliverables (continued)

//Team Deliverables (N=4) (continued)

**Demo Pitches** (N=2, time to prepare varies substantially as a function of team dynamics, time to present = 5 minutes). The purpose of the fast pitch is to learn how to accelerate the development of an idea via a ‘wabi-sabi fast demo pitch.’

Pitch #1: This first demo pitch will require the team to distill the essence of the designed solution. The template for this should reflect the building blocks from a business or mission model canvas. Success will be determined by how well the presentation creates a context of engagement where the informal audience can provide substantive help to the team. Note: the entire contents of the pitch should focus on the latest designed solution and not reference the team’s dynamics or journey to this point (that will be captured in the learning logs and the team’s portfolio).

Pitch #2: Unlike the first demo pitch, here the team will strive to deliver a polished, compelling pitch of their idea to a broader audience including invited guests that may in reality work with one or multiple members of the team after the semester to implement and/or scale the idea into a sustainable venture (e.g., from the LBLE). The 5-8 minute pitch should include slides but also consider interactive elements (video/live demonstrations). Success is obtainable even if the conclusion is to not pursue a designed solution given clear evidence that it is not viable and/or sustainable and/or desirable. Not all innovations are successful. All team members are expected to build the pitch, and at least two team members are required to be a part of the presentation. Everyone on the team will receive the same grade. The mean of the evaluations from external judges (invited guests) will serve as the basis for the grade on this assignment.

**Portfolio** (time to prepare varies substantially as a function of team dynamics). The purpose of this assignment is to organize a comprehensive three to five page (single-spaced, 12-pt font) document that includes an introduction describing the impact solution and the following three sections: (1) Desirability—what evidence-based pains/gains/unmeet needs does the solution address, (2) Feasibility—what documented resources, technology, etc., are/would be needed to implement the designed solution, (3) Viability—a grounded analysis of how the designed solution might be sustained financially and by the target organization/beneficiary. Specific metrics for assessing success (KPIs) in each of the sections should be included. Success on this assignment also requires that all Digital assets needed to launch, scale or avoid further effort on the designed solution be organized within the team’s Miro space.
### Relative Weights of Each Deliverable

- Individual Deliverables (40%): Learning Logs (15%), Quiz (15%), Engagement (10%),
- Team Deliverables (60%): Stand-ups (5%), Team Canvases (5%), Final Demo Pitch (40%), Portfolio (10%)

### Due Dates

The timing and tempo of due dates is intentionally designed to start a week with individual reflection after class (via learning logs) and conclude the week with team reflection (via stand-ups).

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<thead>
<tr>
<th>Weekly deliverable</th>
<th>Individual</th>
<th>Team</th>
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<td>Monday, Feb 1 by 11pm EST</td>
<td>Learning Log (#1)</td>
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<tr>
<td>Monday, Feb 15 by 11pm EST</td>
<td>Learning Log (#2)</td>
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<tr>
<td>Friday, Feb 19 by 11pm EST</td>
<td>Team Canvas 1.0</td>
<td>Stand-up (#1)</td>
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<tr>
<td>Friday, Feb 26 by 11pm EST</td>
<td></td>
<td>Stand-up (#2)</td>
</tr>
<tr>
<td>Monday, March 1 Available</td>
<td>Quiz</td>
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<tr>
<td>8am-11pm EST</td>
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<tr>
<td>Friday, March 5 by 11pm EST</td>
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<td>Stand-up (#3)</td>
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<tr>
<td>Friday, March 12 by 11pm EST</td>
<td></td>
<td>Stand-up (#4)</td>
</tr>
<tr>
<td>Friday, March 19 by 11pm EST</td>
<td></td>
<td>Team Canvas 2.0</td>
</tr>
<tr>
<td>Friday, March 26 by 11pm EST</td>
<td></td>
<td>Stand-up (#5)</td>
</tr>
<tr>
<td>Monday, April 5 In Class</td>
<td>Learning Log (#3)</td>
<td></td>
</tr>
<tr>
<td>Monday, April 12 In Class</td>
<td></td>
<td>Pitch (#1)</td>
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<tr>
<td>Monday, April 19 In (Last) Class</td>
<td></td>
<td>Pitch (#2)</td>
</tr>
<tr>
<td>Monday, April 26 by 11pm EST</td>
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<td>Portfolio</td>
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Honor Code, Accommodations for Disabilities, Intellectual Property

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.

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 University of Michigan Services for Students with Disabilities (SSD) office 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 quiz for which accommodations are requested. Accommodations arrangements are not guaranteed for students who submit their VISA form with less than two weeks’ notice. Requests must be sent using the Ross 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. In rare cases, the need for an accommodation arises after the two week deadline has passed (example: a broken wrist). In these cases, students should still contact SSD and the Ross Accommodations Coordinator. However, due to logistical constraints, we cannot guarantee that an accommodation can be made after the two week deadline has passed. Questions can be directed to the Ross Accommodations Coordinator at RossAccommodationsCoordinator@umich.edu.

Intellectual Property for Making Impact
A core mission of the +Impact Studio and its BA670 course is to contribute positively to society through impactful, tangible, and sustainable solutions to real-world problems (“Solutions”). To accomplish this mission, the +Impact Studio brings resources in the months following the offering of the course to refine, elaborate, implement, and/or scale solutions generated during the course. While it is an aspiration that one or more students in the course will choose to take a lead role in this process where appropriate, it is understood that students may not have the bandwidth or interest to do so. Thus, in order to ensure that the impact of the intellectual capital generated in the course can be realized for the good of society, the +Impact Studio takes on the responsibility of identifying ways to advance ideas and solutions generated in the course. To make this possible the +Impact Studio maintains the ownership rights of the intellectual property embedded within solutions. This allows the +Impact Studio to facilitate formal connections with newly engaged students or other entities within or outside of University of Michigan who can take these solutions on. These connections are critical as they enable the solutions to take shape, live on, and serve society as tools, businesses, non-profits, or other innovative, impactful models.

Ross Curve for Elective Courses
The final distribution of grades is required to adhere to the Ross Grading Policy: https://www2.bus.umich.edu/sites/default/files/files/AcadServices/RossGradeDistribution.pdf