Des 400:
Design Entrepreneurship *(Design Thinking Meets Value Proposition)*

Spring '20
University of Washington
(5 credits)

Time / Location:
T / Th. 8:30 – 11:20am, ONLINE (Zoom, Canvas, other)
Regular meeting time 9-11:20am (unless otherwise announced)

Instructors:
Jason O. Germany, Asst. Professor - Industrial Design
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Art Rm 134
Office hours, 'by appointment' (Zoom meetings)

Overview:
This course will be focused on the design of both products / services and business strategies as a simultaneous exercise. Students studying design can be better positioned for success in the workplace if they have a basic understanding of the general principles of brining a product to market. Likewise, design students can be well served by knowing how the basic components of the design processes overlaps and integrates with new business development. This course will bridge the skills of design and business planning by combining proven fundamentals of design thinking with a newly emerging paradigm for business planning and development. This new paradigm has grown from the work of Alexander Osterwalder and Yves Pigneur, "Business Model Generation", 2010, and the Business Model Canvas, which has been adopted across a variety of disciplines. As specific business strategy that will be explored in this class is the development of a Value Proposition as a reflective element between business and design. This new approach to business planning will be integrated into and work in parallel with a range of design methods from user research and problem framing to ideation and concept development. The goal of which is to both develop and refine not only the design concept but how this product or service can be leveraged in the market as a new business venture.

Combining these two field of study in a comprehensive course is meant to bridge the gap between design thinking and business development.

Structure:
The class will meet online via Zoom and other software platforms. This class will primarily focus on project and team based work throughout the term with individual deliverables contributing to the overall performance of the group's work. The assignments will be both individual and team based contributing to the quarter long project. With that in mind, assignments will take students from research and ideaton to refinement and concept development and spread between traditional design deliverables and business components.

Graded course work and participation
Grades are based on the quality of work, the ability to meet deadlines, your process throughout **all** aspects of the assigned projects, and tea based interactions / exercises, discussions, and critiques as facilitated online or in a flipped class format.   Much of the material required to fully participate in this course will be presented and discussed during scheduled class time with Zoom recordings supplementing these interactions. Additionally, various activities (critiques, reviews, presentations, exercises, etc.) will only take place during course scheduled times via Zoom and it is your participation in the overall course work not just the completed assignments that will important to facilitate an strong collaborative environment online.

Throughout the course there will be deliverables ranging from iterative steps in research and concept development as well as presentations (digital / virtual).. The grading / course evaluation will be as follows (additional project / deliverable details will be provided):

Phase #1: Research (individual / group) = 15%
Phase #2: Iterative concept development (individual / group) = 25%
Phase #3: Concept refinement (individual / group) = 25%
Phase #3: Final communication material / presentation (individual / group) = 35%
Activities and participation = encouraged / not graded

Homework / projects and late turn-in policy:
Deadlines are an important part of the design process so please be present on the day that material is due and deliver what you have completed. Homework is due on the assignment date at the beginning of the course meeting time. I will accept late homework assignment deliverables for up to 48hrs. after the initial due date / time but deliverables turned in during the first 24hr time period (late day 1) will be graded 25% off and deliverables turned in during the following 24hr time period (late day 2) will be graded 50% off. I do not accepted late homework submitted more than 2 days (48hrs) after the initial due date / time. With that in mind, if you are not able to attend class on the day that homework is due because of illness, emergency, academic related absence, or disability then contact me via email / phone before the end of the deadline time (class date / start of meeting time). Additionally, many of the deliverables in this course will be digital uploads to Canvas – please keep in mind that the cut off for the deadlines still applies.

Individual / Group Assignments:
Individual assignment handouts will be distributed separately from this syllabus. These handouts will have specific deliverables and dates for each phase of the project and should be used to determine the individual details of each assignment.

Evaluation scale:
Evaluation and distribution of grades will be as follows:

A 3.8–4.0 is given to a student who has exhibited the highest possible performance in all aspects of the course—final projects, the design process and participation are excellent. This student independently seeks out additional information on design and is highly committed/passionate about their work.

A 3.4–3.7 is given to a student who exhibits superior performance in all aspects of the course—the final projects, design process, and participation are uniformly of high quality. This student has a thorough understanding of all concepts presented, and is motivated to improve and succeed.

A 2.9–3.3 is given to a student who has good performance in most aspects of the course. This student follows a thorough design process, has good design work, and consistent participation that reflects a clear understanding of almost all concepts being presented.

A 2.5–2.8 is given to a student who has fair performance in the course. The final work is adequate, with a design process that reflects the minimum needed to complete assignments. Participation and motivation are moderate.

A 0.0–2.4 is given to a student with poor performance in the course. Projects are incorrectly prepared, incomplete or missing. This student does not understand the majority of concepts presented and rarely participates in class. This student is not prepared for subsequent courses in design.

Readings:
Course books (Required)

UW Library link below – free E book)
<u>**Value Proposition Design**</u> **- Osterwalder, Pigneur**
https://alliance-primo.hosted.exlibrisgroup.com/primo-
explore/fulldisplay?docid=CP71290754300001451&context=L&vid=UW&lang=en_US

(Amazon link below):
<u>**Value Proposition Design**</u> **- Osterwalder, Pigneur**
(https://www.amazon.com/Value-Proposition-Design-Customers-Strategyzer/dp/1118968050)

Course readings (Assorted)
NOTE: A range of design related readings will be made in electronic form and assigned on a weekly
basis.

Communication:
- Student to Instructor
Aside from in-class course meeting times, I am accessible during my office hours by appointment.
Additionally, I can be reached by my office number or by email. There is often limited time before and
directly after the scheduled course times so please take advantage of these other methods of contact.
When utilizing email as a form of communications, allow 1 school day for response during regular

business hours – don't expect this form of communication (email) to be affective during evenings,

weekends, or holidays.

- Instructor to Students
The three primary methods of communication during the term are in-class meeting times, online via
Canvas and email. Make sure to check for online announcements as well as posted course materials
each week as Canvas will be the central depository for much of the assignments, additional readings, etc.
Periodically, I will send out emails with additional announcements related to the course and homework
assignments. It is the responsibility of the student to check his / her *University of Washington email* in a
regular manner so as to stay informed to changes in scheduling or assignments.

Policies (SoA and UW):
Class Participation, Engagement, and Learning Policies

Classes offered in art, art history and design require students to be engaged as active and verbal learners
in order to successfully complete the course. In addition to completing assignments and exams our
expectation is that you will consistently participate in the classroom and studio during class time. It is this
consistent participation and contribution to discussions, critique, gallery exhibition activities, team
projects, and presentations of your research with faculty and peers that guarantees your learning,
contributes to your academic accomplishments, and supports your professional goals after graduation.

Failure to comply with any of the following will undermine your learning and negatively affect your grade.

1. **Absences from class**
- Absences from class prevent participation and UW guidelines suggest that participation may account
  for at least 15% of your grade. Check your syllabus, in some cases participation may account for as
  much as 30% of your grade.
- If you miss class due to illness or emergency, notify your instructor immediately, provide
  documentation, and set-up a timeline to complete missed assignments and exams.
2. **Safety**
- It is your responsibility to abide by any safety policies outlined in class.
- Taking responsibility for cleaning up is required of all students enrolled in art and design studios. It
  promotes safety, builds community and demonstrates a sense of responsibility to your learning.
- Spray booths are provided for use of aerosols and their use is mandatory.

3. **Academic standards**
- Plagiarism is using the creations, ideas, words, inventions, or images of someone else in your own work without formally acknowledging them. This applies to written papers and research as well as to art, design and architectural images. All plagiarized assignments or tests will receive a grade of 0.
- Copy-right   Student work plus photos and videos of students may be used by the SoAAHD to illustrate our programs. We assume that by participating in SoAAHD classes and activities you have no objection. If you do have concerns please talk with the Academic Advisers in 104 Art.

4. **Assignments, examinations and critiques**
- It is your responsibility to complete all assignments, take all exams, and participate in all class critiques and discussions as scheduled by your instructor.
- Students are required to take final exams as scheduled by the University of Washington.
- Exceptions to the above may be granted in cases of documented emergencies but must be approved by the instructor.

5. **Grading**
- Grades in Art, Art History and Design courses are based on:
  o participation and engagement in the classrooms and studios
  o meeting deadlines for the completion of all assignments, exams and critiques
  o the quality of the work you submit during the quarter
- Incomplete grades are only an option if:
o you have been in attendance and done satisfactory work through the eighth week of the quarter.
o you have furnished satisfactory proof to the instructor that the work cannot be completed because of illness or other circumstances beyond your control
- Grade Appeal Procedure if you think the grade you received is incorrect:
o Contact the instructor to discuss your concern.
o If not resolved, make an appointment with the Director of Academic Advising, 104 Art, 543-0646.

6. **Building use and policy**
- Art Building Hours

    Mon – Thu 7:00 am – 7:00 pm
    Fri   7:00 am – 5:00 pm
    Sat   1:00 pm – 5:00 pm
    Sun   9:00 am – 5:00 pm

  o To work after hours, have your Husky Card programmed for After Hours Access.
  o For the Art Building and Sandpoint, go to Art 104, M-F, 8am-4pm. CMA access can be programed at the CMA.
  o Anyone in the building after hours is responsible for the safety and security of the building. Anyone who allows someone into the building or a workspace, or who props open a door for any reason risks losing after hours access to the building.
  o Students who are not enrolled in classes for the quarter may not use the facilities.
  o The campus police frequently monitor the building to insure your safety and security.
- Lockers
  o Available to rent annually or quarterly in Art 104, M-F 8-4.
  o Quarterly rentals must be cleaned out at the end of each quarter.
  o No flammable or combustible items may be stored in lockers.
- Exhibitions in the buildings
o *Instructors and students must get approval from the Administrator of the School of Art + Art History + Design to install work outside the classroom. (Use of hallway bulletin boards and glass cases do not require approval.)*
o Submit a written description of the proposal two weeks prior to installation to the SoA Administrator, 102 Art. Forms are available in 104 Art.
o The approval process considers issues of location, health and safety, fire code, environmental factors and potential building damage prior to approval.
o Applicants will be notified of a decision within a week of the application

7. **Equal Opportunity**
- The School of Art reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, disability, or status as a disabled

veteran or Vietnam-era veteran in accordance with UW policy and applicable federal and state statutes and regulations.

8. **Violence Awareness and Prevention**
- Preventing violence, discrimination, harassment, and retaliation is everyone's responsibility.
- Call 911 for emergency help. Call 206-685-SAFE to report non-urgent threats or concerns.
- SafeCampus: www.washington.edu/safecampus.
- Concerns about sexual harassment: http://studentlife.washington.edu/?s=title+ix http://depts.washington.edu/livewell/saris/sexual-harassment/
- Don't walk alone. Campus safety guards can walk with you on campus after dark. Call Husky NightWalk 206-685-WALK (9255).
- Connect to UW Alert. Register your mobile number to receive instant notification of campus emergencies via text and voice messaging. Sign up online: www.washington.edu/alert

9. **Disability Accommodation**
- To request academic accommodations due to a disability, please contact Student Disability Services, 448 Schmitz, (206) 543-8924 (V/TTY) or uwdss@u.washington.edu.
- If you have a letter from Student Disability Services requesting academic accommodations, please present this to your instructor on the first day of class.

Project Phases:
1. Planning / Problem Framing (weeks 1-3)
2. Ideation / Customer Validation (weeks 3-7)
3. Concept Refinement / Value Mapping (weeks 7-8)
4. Final Communication / Pitch (weeks 9-10)

Weekly Outline: *(Subject to change – depending on guest speakers scheduling or other events)*

Week 1: Phase 1 – Planning (problem framing and business context)

   Day 1: Introduction / Overview – Tues. 3.31
   - Course topic / general problem space
   - Review syllabus, quick introduction and overview
   - Introduction to main course concepts (Lean Startup + Design Thinking)

   Day 2: Business Model Theory Overview – Thur. 4.2
   - Introduction to Business Model theories -
           Environment Map - context for your idea
           Business Model Canvas - the complete business
           Value Proposition Canvas - Customer value in depth
   + Exercise: Group brainstorm / problem framing – research strategy

Week 2: Phase 1 – Research (interviews / observations / approaches)

   Day 3: Value proposition – Tues. 4.7
   - Introduction to Value Proposition modeling
           Two sides to the Canvas - Customer Profile and Value Map
           Pains, gains, and jobs that a product does

   Day 4: Design Research Synthesis – Thur. 4.9
   - Translating qualitative & quantitate data into patterns / problem definitions
   - Ideation methods for early concept exploration
   + Exercise: Review secondary data / Affinity diagrams (insights to patterns)

Week 3: Phase 2 – Ideation / Customer Validation

   Day 6: Presentations: Research Findings & Initial Concepts – Tues. 4.14

- Group presentations of problem brief and direction
- Low fidelity prototyping methods (physical modeling, proof of concept vs. low fidelity modeling)
+ Exercise: Groups pick single concept direction – begin ideation and validation

Day 5: Value Model & Ideation approaches in design – Thur. 4.16
- Business Model origins: Ch. 2 Lean Entrepreneur
- Design alternative development (serial vs. parallel)
+ Exercise: Groups continue ideation and customer framing

Week 4: Phase 2 – Ideation / Customer Validation

Day 7: Customer validation approaches – Tues. 4.21
- Customer Development processes and overview

Day 8: Personas & User Modeling – Thur. 4.23
- Examine the use of personas in Product Design / Stakeholders & archetypes
+ Exercise: Persona exercise

Week 5: Phase 2 – Ideation / Customer Validation

Day 9: MVP – Tues. 4.28
- Minimum Viable Product
+ Exercise: Identification of MVPs

Day 10: Design Criteria – Thur. 4.30
Examine components of design criteria and framing
+ Exercise: Group outline criteria and move to final concept

Week 6: Phase 2/3 - Concept Refinement / Finalization

Day 11: Fit between design and customer – Tues. 5.5
- Three kinds of fit
    Problem/Solution Fit - knowing when you have it.
    Product/Market fit - testing the market and finding traction
    Business Model fit - finding profits and scalability

Day 12: Digital Concept Visualization – Thur. 5.7
- Strategies for visual vs. working models depending on concept
- Tools: CAD vs. 2D vector vs. video
- Strategies for creating concept mosaic

Week 7: Phase 3 – Final Concept Physical or Digital Modeling

Day 13: Fit refinement – Tues. 5.12
- Moving from Problem/Solution fit to Product/Market fit
- Looking at the other pieces of the BMC – Channels and Customer Relationships

Day 14: Physical or digital modeling– Thur. 5.14
- Final designed elements completed in digital form / moving on to physical or digital modeling
+ Exercise: Physical or digital modeling work session

Week 8: Phase 3/4 – Final Presentation / Communication Materials

Day 15: Pitch – Tues. 5.19
- Critical components of a 'business pitch'

Day 16: Mapping Systems & Human behavior – Thur. 5.21

- Exploring the use of systems diagrams and journey mapping
+ Exercise: Student work session, student + instructor review

Week 9: Phase 4 – Final Presentation / Communication Materials

Day 17: Value Model Day 9 – Tues. 5.26
+ Exercise: In class group work sessions and instructor status review

Day 18: Presentations & Storytelling – Thur. 5.28
- Framing problems and crafting the narrative
+ Exercise: In class group work sessions and instructor status review

Week 10: Phase 4 – Final Presentation / Communication Materials

Day 19: Test Presentations – Tues. 6.2
- This day will be utilized to test out group presentations and get peer / faculty feedback

Day 20: Test Presentations – Thur. 6.4
- This day will be utilized to test out group presentations and get peer / faculty feedback

Week 11: Final Presentation Week

Day 21: Final Project Presentation – Tues. 6.9 (10:30-12:20pm)
Final review / presentation of project