

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

Spring '21  
University of Washington  
(5 credits)

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### **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, Associate Professor - Industrial Design  
jgermany@uw.edu  
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 bringing 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 ideation 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 team 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 be 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) = 20%

Phase #3: Final communication material / presentation (individual / group) = 30%

Activities and participation = 10%

### **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 accept 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)**

**Value Proposition Design - Osterwalder, Pigneur**

[https://alliance-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=CP71290754300001451&context=L&vid=UW&lang=en\\_US](https://alliance-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=CP71290754300001451&context=L&vid=UW&lang=en_US)

**(Amazon link below):**

**Value Proposition Design - 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):**

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#### **Equal Opportunity**

In concurrence with the University of Washington's core values, and in compliance with State and federal regulations, the School of Art + Art History + Design reaffirms its commitment to equal opportunity. The commitment extends to the recruitment of faculty, staff, and students who exhibit a dedication to creative and academic excellence and who demonstrate the ability to work with a diverse spectrum of populations.

#### **Diversity**

The School of Art + Art History + Design fosters a respectful, inclusive community that supports creative and critical expression and scholarship amidst a culture that accepts the value of every individual. The School encourages students, faculty, and staff to engage in healthy dialogue and respect the values and global perspectives of a diverse population. The School promotes and encourages a culture of compassion, understanding, and an obligation to respectful discourse in classrooms, meeting rooms, studio spaces, and beyond. The School's philosophy is reflected in our engagement with community partners and research endeavors locally, nationally, and globally.

#### **Student Code of Conduct**

The University of Washington has established rules regarding student conduct. Through the Student Conduct Code, UW students hold themselves to the highest standards of ethics, integrity and accountability. More information at [UW Community Standards & Student Conduct \(CSSC\)](#).

#### **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
- [Safe Campus](#)
- [Concerns about sexual harassment](#)
- NightRide provides a fare-free safe way for U-Pass members to get home at night:  
[www.washington.edu/facilities/transportation/uwshuttles/NightRide](http://www.washington.edu/facilities/transportation/uwshuttles/NightRide)
- Connect to UW Alert. Register your mobile device to receive instant notification of campus emergencies via text and voice messaging. [Sign up for UW Alert here.](#)

### **Student Health + Wellness**

Student health and well-being are important. UW Seattle offers a wide range of health and wellness services, from exceptional medical care and counseling services to recreation classes, safety resources, peer health advocacy, trainings and more. These can be found at [wellbeing.uw.edu](http://wellbeing.uw.edu)

### **First Day Attendance Policy**

Instructors assume that if you are not present for roll call on the first day of a Design course you have decided not to remain enrolled. Therefore you will be required to drop the class. This policy applies to all students: in-state, out-of-state and international. Note that [U.S. Visas for international students may be revoked if students are not on time for the beginning of the academic quarter.](#)

Also note that a delayed return from Summer, Winter or Spring Break is not considered a valid excuse. The starting times and dates of UW instruction are published well in advance each year, enabling all UW students to plan their schedules accordingly. [For more information on why this policy exists please read this page.](#)

### **Participation in Class**

Participation is essential to learning and success in all classes. In design classes participation is figured as part of your grade. If you miss class due to illness or emergency, notify your instructor, provide documentation, and set up a timeline to complete missed assignments and exams.

### **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](mailto:uwdss@u.washington.edu).
- Your instructor will receive an email outlining your academic accommodations prior to the first day of class. It is a good idea to discuss these accommodations directly with your instructor to ensure that your instructor can help you with your needs.

### **Examination Schedule + Attendance Policy**

Final exams are scheduled by the University and cannot be changed. Students are required to turn in assignments and take exams based on the timeline provided in the class syllabus. If the instructor has scheduled an in-person final critique/project turn-in, all students in the class are required to be present. An individual student will not be permitted to submit work early and skip the in-person final unless there are exceptional personal circumstances. Note that the desire to leave early for holiday travel or personal reasons does not qualify as an exceptional circumstance. [More information can be found here.](#)

### **Concerns About a Course, an Individual, or an Issue**

- If you have concerns about a course, an individual, or an issue concerning the School of Art + Art History + Design, talk with the instructor in charge of the class as soon as possible.
- If this is not possible or productive, make an appointment with the Director of Academic Advising, 104 Art, (206) 543–0646 or the Director of the School of Art, 102 Art, (206) 685–2442.

**Plagiarism**

—Plagiarism is using the creations, ideas, words, inventions, or images of someone else in your own work without formal acknowledgement or permission. This applies to written papers and research as well as to art, design and architectural images.

—Please check with your instructor if you have questions about what constitutes plagiarism.

—Instances of plagiarism will be referred for disciplinary action to the Vice Provost for Academic & Student Affairs. [More information about reporting academic misconduct.](#)

**Copyright**

—The School regularly displays student art and design in a variety of ways to highlight the quality of our students and their learning.

—This is traditional among all art schools and we assume that by participating in UW School classes and activities students have no objection.

—If you have concerns about the use of your work, please contact Academic Advising and Student Services (206–543–0646 or [uaskart@uw.edu](mailto:uaskart@uw.edu))

**Incomplete Grades**

To request an “incomplete” grade a student must have been in attendance and done satisfactory work through the eighth week of the quarter and satisfactory proof for the instructor that the work cannot be completed because of illness or other circumstances beyond their control. [More information from the UW Office of the Registrar.](#)

**Grade Appeal Procedure**

—If you think the grade you received is incorrect, contact the instructor to discuss your concern.

—If not resolved, make an appointment with the Director of Academic Advising, 104 Art, (206) 543–0646.

**Materials Fees**

—All art, design and art history classes have materials fees billed with tuition.

—Fee amounts and justifications are listed by class in the quarterly Time Schedule.

—These fees cover the purchase of materials, academic support, and equipment provided for students in each class.

**Service Animals**

—The University has a general “no pets” policy in all of its buildings. However, Service Animals are allowed to accompany their handlers while on campus

—UW Disability Resources for Students outlines the policies around [Service and Emotional Support Animals.](#)

**Religious Accommodation**

—Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities.

—The UW’s policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy.](#)

—Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](#)

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**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)*

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**Week 1: Phase 1 – Planning (problem framing and business context)****Day 1: Introduction / Overview – Tues. 3.30**

- 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. 4.1**

- 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. 4.6**

- 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. 4.8**

- Translating qualitative & quantitative 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. 4.13**

- 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. 4.15**

- 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. 4.20**

- Customer Development processes and overview

**Day 8: Personas & User Modeling – Thur. 4.22**

- Examine the use of personas in Product Design / Stakeholders & archetypes
- + Exercise: Persona exercise

## **Week 5: Phase 2 – Ideation / Customer Validation**

### **Day 9: MVP – Tues. 4.27**

- Minimum Viable Product
- + Exercise: Identification of MVPs

### **Day 10: Design Criteria – Thur. 4.29**

- 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. 5.4**

- 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. 5.6**

- 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. 5.11**

- 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. 5.13**

- 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. 5.18**

- Critical components of a 'business pitch'

### **Day 16: Mapping Systems & Human behavior – Thur. 5.20**

- 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. 5.25**

- + Exercise: In class group work sessions and instructor status review

### **Day 18: Presentations & Storytelling – Thur. 5.27**

- 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. 6.1**

- This day will be utilized to test out group presentations and get peer / faculty feedback

**Day 20: Test Presentations – Thur. 6.3**

- 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. 6.8 (10:30-12:20pm)***

Final review / presentation of project