COURSE OVERVIEW

This course will directly address the challenge that many managers face in articulating a unique, sustainable source of competitive advantage at a time when manufacturing and services are being outsourced; margins narrowed; and the threat of commoditization a concern. Design and Business will explore the ways in which companies can create and articulate aesthetic value and apply design principles to create sustainable competitive advantage; address technical and customer challenges; produce enjoyable experiences and enhance customer loyalty. After introducing core design concepts, the course will address: consumer product design; industrial design; interaction design; service delivery design; workplace design; and venture design. In the process we will explore how to manage creative workers and the creative process. Cases and class examples are likely to include companies well known for their ability to create aesthetic value such as: Alessi, Starbucks, Apple, OXO Kitchen Tools, Porsche, Herman Miller, Target, and Nike.

REQUIRED BOOKS


Course Textpack
Your grade will be based on:

1) **Group Project** - Identify a product or service that has a negative environmental impact or that can address the needs of the 90% of the world that do not have access to the things we take for granted. Design an approach to delivering this product or service in a way that attends to users’ needs using approaches and techniques identified in class. Feel free to introduce new techniques and approaches that have not been identified in class and cite your sources.

Your task will be to: 1) identify the users’ needs and document your approach; 2) analyze potential alternatives, their cost and impact; 3) design a solution that consumers or users would be willing to adopt (show how your design best meets users’ needs); 4) align and structure your organization to achieve this course of action; 5) identify the role your design will play in your firm’s competitive advantage and how you plan to defend that. Thoughtful projects will consider the human elements of design, potential barriers to adoption, and how these barriers may be surmounted. You will not be graded according to the aesthetics of your design, but on the coherence of a plan that considers all relevant aspects of design and use with consideration for economic and environmental impact.

The project will consist of a 10-12 page paper as well as a group presentation on the final day of class. Together, both components are worth 40% of your grade. Each member of the group will be asked to evaluate every other group member anonymously on the last day of class on the following dimensions: attendance at group meetings, effort, meeting deadlines, and quality of work. If any student receives unsatisfactory ratings from the rest of their group, their grade will be marked down accordingly.

2) **3 Individual Written Assignments** – Three individual writing assignments are required that together will be worth 30% of your grade. Your 500 word 2-4 page (double spaced) analysis is due at the beginning of the session in which that topic is discussed. Late assignments are not accepted as it would be unfair for anyone to have the benefit of class discussion before writing their paper.

3) **Participation.** Participation counts for 30% of your grade and includes class attendance, informed involvement in class discussions, cases and exercises. Attendance is critical for your learning in the class – if you cannot attend class, **notify me in advance via e-mail.** I will cold call (ask you to speak even if you have not volunteered) so it is a good idea to do the readings, reflect on the discussion questions and come prepared for discussion for every class. In class, good classroom discussions occur when everyone listens well, responds directly, and is courteous, and professional at all times. Disagreement is helpful when discussing a complex issue, but keep the conflict at a professional, not personal, level. Participation grades will be reduced for unprofessional comments, lack of attention, or ignoring your fellow students’ comments.
## Overview of Topics By Session

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1: Understanding Design and its Role in Business</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1 | **Role of Design in Business**: Why is design important for business now?  
MGT – 1/7 & MGP – 1/16 |
| 2 | **History of Design**: What is design? What is good design?  
MGT – 1/14 & MGP 1/16 |
| 3 | **Approaches to Design**: From User Centered to User Designed  
MGT – 1/21 & MGP 1/30 |
| **Module 2: Designing Products and Services** | |
| 4 | **Designing for Sustainability**: Herman Miller, Method Home  
MGT – 1/28 & MGP 1/30 |
| 5 | **Building Design Capacity**: OXO Kitchen Tools  
MGT – 2/4 & MGP 2/13 |
| 6 | **Innovating Through Design**: Alessi and the Lombardy Region  
MGT – 2/11 & MGP 2/13 |
| 7 | **Designing Experiences & Service Delivery**: Westin Hotels, Sephora  
MGT – 2/18 & MGP 2/27 |
| **Module 3: Design and the Organization** | |
| 8 | **Design and Strategy**: Bang and Olufsen Design Driven Innovation, iPod  
MGT – 2/25 & MGP 2/27 |
| 9 | **Building a Design Oriented Organization**: SEI Investments: Leveraging Culture  
MGT – 3/4 & MGP 3/13 |
| 10 | **Design and the Leader**: Embracing Design Thinking  
Group presentations  
MGT – 3/11 & MGP 3/13 |

* Individual Written Assignment due at the start of class
Class 1: Role of Design in Business

Introduction and syllabus overview

Required Readings


Peters, Tom “Management Guru Tom Peters on Design” in @issue v6 n1. p2-5.


Background Readings


Classroom Discussion Questions
1. Is design just for designers?
2. Why is design important for business?
3. Why is design receiving more attention now?
4. How would you compare Target and WalMart’s approaches to design and working with designers?

Class 2: What is Design? The History of Design

Required Readings


Sandstrom, Steve and Smith, Steve. “The Reincarnation of Tea” in @issue v6 n1. p26-31

Background Reading

Classroom Discussion Questions
1. What is the notion of good design? How has our notion of design evolved over time?
2. Why are so many things poorly designed or difficult to use? Why is design so frequently an after thought?
3. Do you agree with Don Norman’s analysis? Why or why not?
4. Few would have thought that the redesign of something as old as tea would be as successful as it was. What accounts for this success?

Class 3: Approaches to Design: from User Centered to User Design

MGT – 1/21   MGP – 1/30

Required Reading


“Coming of Age of Corporate Anthropology” in @issue v10 n1. p24-25


Van Stolk, Peter and von Rosen, Ernest “Keep up with the Jones, Dude!” in @issue v10 n1. p16-23

Background Reading

Classroom Discussion Questions
1) What does it mean for design to be “user centered” or “empathetic”?
2) How can you build processes that can achieve these values?
3) What barriers stand in our way?
4) How would you describe Jones Soda’s approach to user design? How does this work?

Assignment #1 due at start of class: In 500 words or less, distill the principles of user centered or human centered design. How can these principles affect a firm’s ability to create value added products and services? Develop a product design process that will reflect the 3 principles that you think are most important. How can you ensure that the process you have designed will honor these principles?

Module II: Designing Products and Services

Class 4: Designing for Sustainability

<table>
<thead>
<tr>
<th>MGT – 1/28</th>
<th>MGP – 1/30</th>
</tr>
</thead>
</table>

Required Reading


Anderson, Ray C. “Interface Chairman Ray C. Anderson on Sustainable Design” in @issue v13 n1. p2-5.

Bonnema, Mark and Welsh, Michael. “Design for Life” in @issue v13 n1. p12-17.


Onysko, Joshua and Groulx, Ian. “Pangea Organics” in @issue v13 n1. p6-11.

Classroom Discussion Questions
1. Do you think Herman Miller should use PVC or TPU in the Mirra Chair arm pad?
2. Why is this design issue so difficult to resolve?
3. What are the elements of C2C? How does C2C differ from traditional business approaches to environmental issues?
4. What process and organizational changes did Herman Miller make to implement C2C? What resources were required?
5. How would you compare the process Herman Miller went through with that of Pangea or Method?
Class 5: Building Design Capacity: OXO Kitchen Tools

MGT – 2/4
MGP – 2/13

Required Reading


“Samsung’s Lessons in Design” in @issue v9 n1. p24-27.

Background Reading
Farber, Sam. “Entrepreneur Sam Farber on Design” in @issue v7 n2. p2-5.

OXO 1989 – 1992: Corporate Design Foundation Case Study: OXO (A) and (B).

Classroom Discussion Questions:
1) What is the single most important factor that is responsible for OXO’s success as a design oriented business?
2) How does OXO’s product design and development process work? Who is responsible for what?
3) What is Alex Lee’s problem? What should be his next steps? How will this decision affect the future of the company?
4) How would you compare OXO’s challenge with Samsung’s approach?

Assignment #2 due at the start of class: In 500 words or less, explain the pros and cons of OXO’s outsourced design strategy. What principles should guide this decision? Provide Alex Lee with a specific recommendation with how he should proceed and explain how this recommendation will help maintain OXO’s distinct competitive advantage.

Class 6: Innovating Through Design: Alessi and the Lombardy Region

MGT – 2/11
MGP – 2/13


Background Reading

Class Discussion Questions
1) How does Alessi’s approach to design and manufacturing compare with OXO?
2) How important are individual designers to Alessi?
3) How does Alessi’s position within the region compare to OXO? Is the Alessi model replicable in other areas?
4) What is Alessi’s challenge?


Class 7: Designing Experiences & Service Delivery

Required Reading

“Sephora Liberating Beauty Products” @issue v7 n2. p6-13.


Background Reading

Questions for Class Discussion
1. How has Westin used design to enhance their competitive advantage?
2. What is their next challenge?
3. What are the execution challenges involved when trying to design and implement great customer experiences? What organizational capabilities are needed?
4. How does this affect a firm’s approach to operations and organizational design?

Assignment #3 due by the start of class:
Revisit a service experience that you have encountered recently. What design flaws can you identify? How did those particular features of the service affect your experience? How might you redesign it to improve service delivery? Write a letter to the service operator describing the nature of your experience and how it could be improved. Be respectful and courteous. Detail the nature of the flaws you encountered, how it affected your experience and offer specific ideas for improvement using design principles and concepts you have learned from class.
Letters should not focus on particular individuals delivering services but on the nature of the design of service delivery itself. Letters should be emailed to the service operator and copied to the professor by the start of class.

Module III: Design and the Organization

Class 8: Design and Strategy: Bang & Olufsen Design Driven Innovation

<table>
<thead>
<tr>
<th>Required Reading</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Background Reading</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Class Discussion Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) How important are designers to Bang &amp; Olufson? What place does design have in the company’s strategy?</td>
</tr>
<tr>
<td>2) Why does this need to change? How can Bang &amp; Olufson balance their commitment to designing great products with their need to design a new venture and an ecosystem?</td>
</tr>
<tr>
<td>3) How is designing a venture or business model different from designing a product?</td>
</tr>
<tr>
<td>4) What organizational changes are needed to integrate design and strategy?</td>
</tr>
<tr>
<td>5) What can Bang &amp;U Olufson learn from Apple’s success with the iPod?</td>
</tr>
</tbody>
</table>

Class 9: Building a Design Oriented Organization: Leveraging Culture and Workplace

<table>
<thead>
<tr>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corporate Design Foundation Case Study: SEI Investments – Redesigning Business</td>
</tr>
</tbody>
</table>

Brunner, Robert and Stewart Emery (with Russ Hall), Do You Matter? How great design will make people love your company. Chapter 8: Building a Design-Driven Culture, pg 181-206.

ADDITIONAL READINGS TBD

Class Discussion Questions
1) Why is workspace important to executing on a design driven strategy? 
2) Is it more important in some industries rather than others? 
3) How does workspace design affect culture? How does it affect product development and service delivery processes?

Class 10: Design and the Leader: Embracing Design Thinking

<table>
<thead>
<tr>
<th>MGT – 3/11</th>
<th>MGP – 3/13</th>
</tr>
</thead>
</table>

Readings


Classroom Discussion Questions
1) What have you learned about design? What is design thinking? 
2) How will design thinking affect your next leadership role?

Group Projects Due at the start of class!!!