



BA670 Fall 2020

Professor J. Sanchez-Burks

4.5 Credits; 9-12am EST Synchronous Class (B0570); 1.5hours asynchronous

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//Design Challenge for Fall 2020

“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), impact organizations, and student communities. 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 reimaged 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

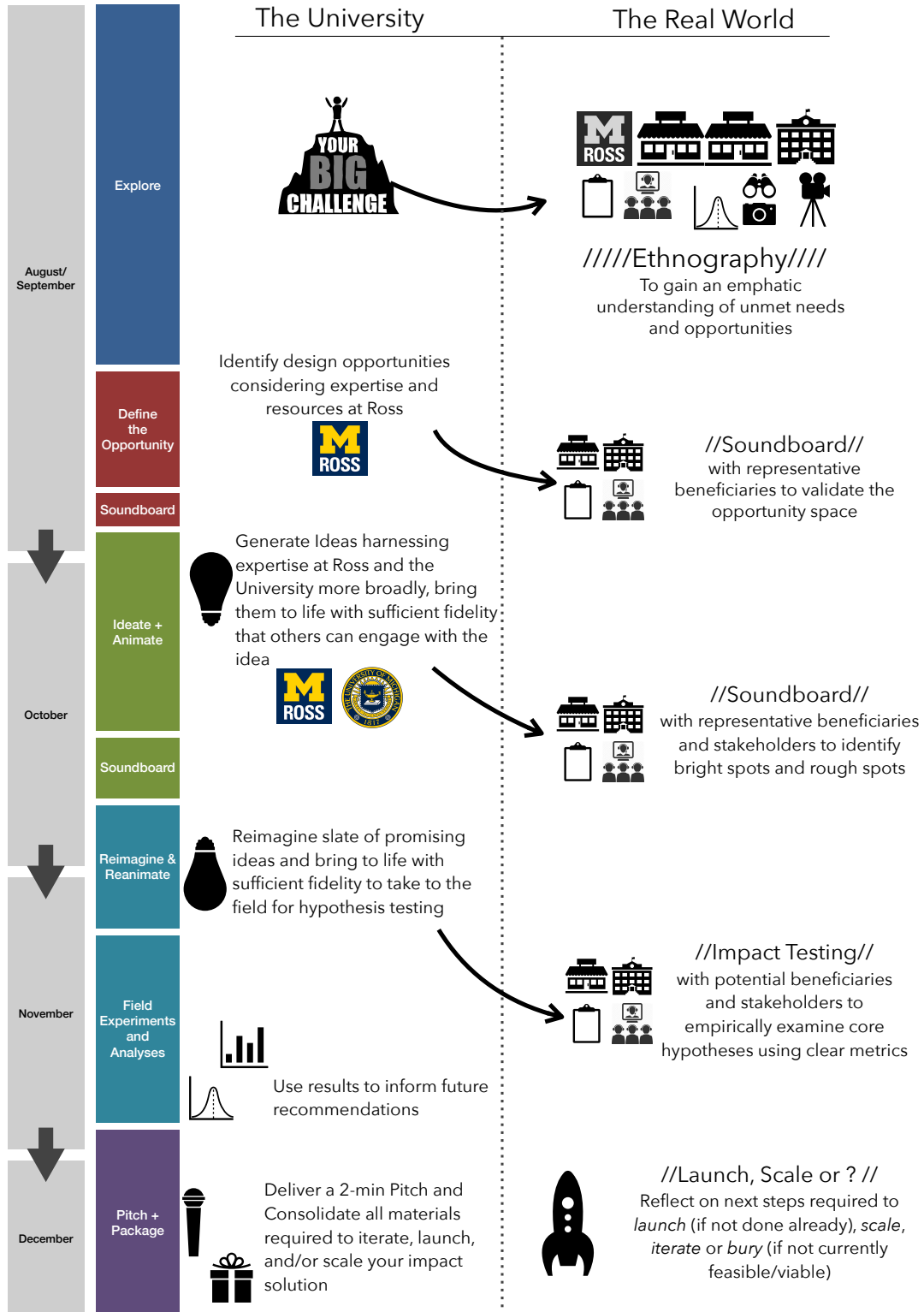
- Provide an interdisciplinary class with *hands-on experience* using a design methodological approach and business acumen to develop equitable, sustainable solutions.
- Learn design by *gaining a rich understanding* of how its mindset, process, and tools are grounded in foundational empirical research 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 Fall 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 colocated 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.

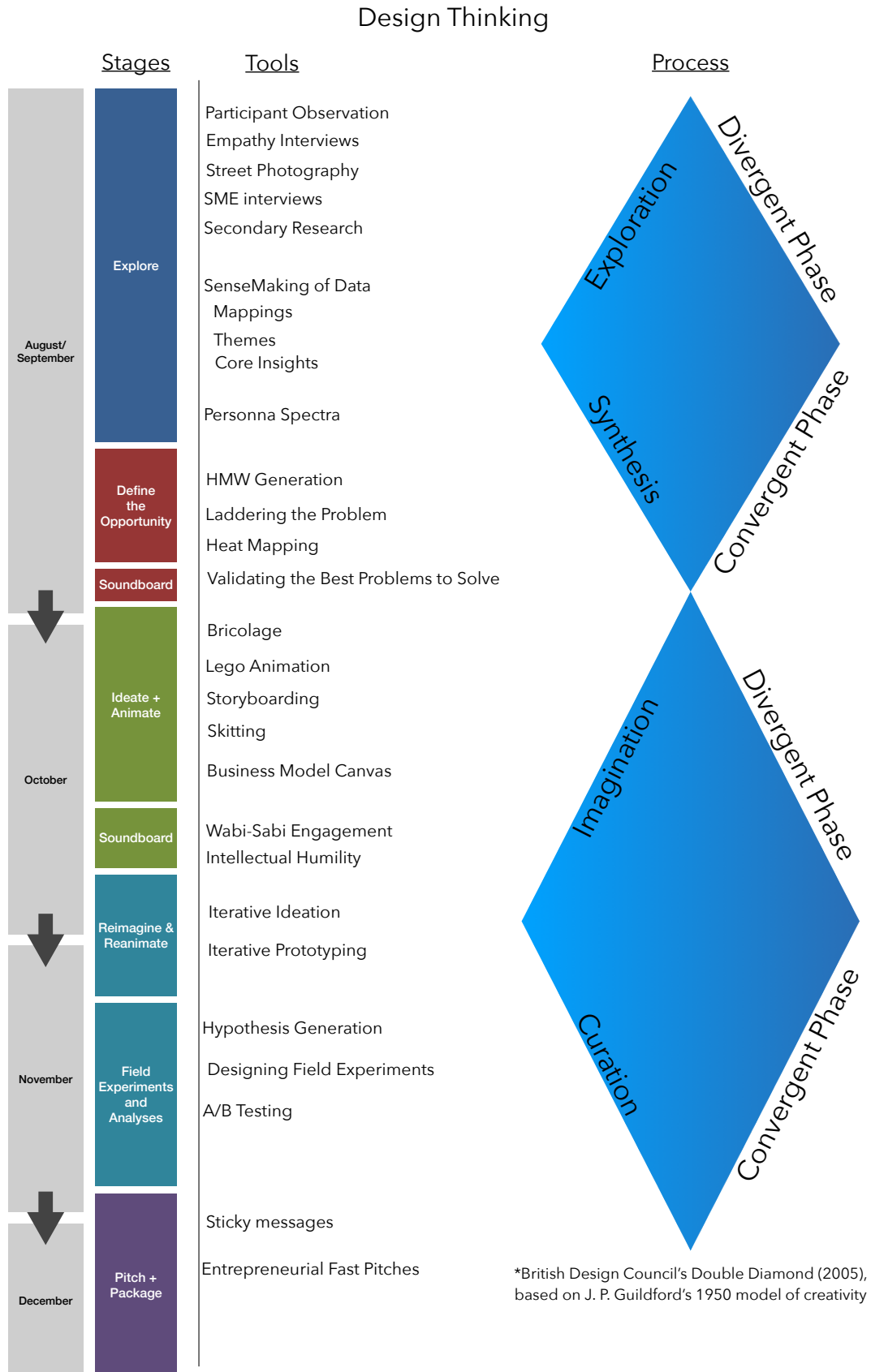
¹<https://lble.bus.umich.edu/>

//Visual representation of our cadence between studio work and fieldwork²



² 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).

//Visual representation of focal design thinking tools & rhythm of the diverge-converge process



August/September

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. By late September, return to the field and SMEs with most promising opportunity statements for feedback and recalibrate accordingly.

October

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.

Explore

Define
the
Opportunity

Soundboard

Ideate +
Animate

Soundboard

November

Reimagine &
Reanimate

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.

Field
Experiments
and
Analyses

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.

December

Pitch +
Package

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!

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BA670 Fall 2020
//Meeting Dates³ & Readings

August 31 - Kick-off & Onboarding, Tools for Ethnographic Fieldwork

- The psychology of everyday things (Chapters 1 & 6)- *Links on Miro*
- Design for Action

September 14 Fieldwork Debriefing, Meaning Making, Persona Spectra

- The surprising power of questions
- V.U.C.A.: <https://tinyurl.com/yaw8r3gw>

September 21 HMWs, Laddering, Sound boarding HMWs

- Emotional Aperture & Strategic Change (Intro & Discussion) <https://tinyurl.com/yd5ad7yf>
- Solving Problems with Design Thinking

September 28: Ideation via Bricolage, The group dynamics of design

- Yes, And
- Explaining Psychological Safety in Innovation Teams- *Links on Miro*

October 5 Animating Solutions, Developing the Value Proposition

- Toward a Microsociology of Creativity - *Links on Miro*
- Better Brainstorming

October 12 Sound boarding nascent concepts

- The bias against creativity
- How design can transform your business, your life and maybe even the world

October 19 Recalibration, elaboration and refinement of Ideas and Prototypes

October 26 Hypothesis Development and Experimental Design

- From Jerusalem to Jericho <https://tinyurl.com/y35jbb7d>
- Embodied metaphors and creative "acts" <https://tinyurl.com/y79wr7ex>

November 2 Impact Testing / Data Collection

- Discursive Design

November 9 Data Analysis, additional A/B testing,

- Nudge

November 16 BMC Development (last residential)

- The business value of design
- When Choice is Demotivating <https://tinyurl.com/oo6g6eb>

November 30 Sticky Messages & Wabi-Sabi Fast Pitch (remote class #1 of 2)

- Made to Stick
- Reading the Emotional Tea Leaves (Intro & Discussion) - *Links on Miro*

December 7: Formal Fast Pitches (last day of class, remote class #2 of 2)

³ No Class on September 7 (Labor 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 on group dynamics through the lens of 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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