

# SYLLABUS 2010-2011

## Design in Management: Concepts, Methods of Practice, & Products

"It was late in the evening when K. arrived. The village was deep in snow. The Castle hill was hidden, veiled in mist and darkness, nor was there even a glimmer of light to show that a castle was there. On the wooden bridge leading from the main road to the village, K. stood for a long time gazing into the illusory emptiness above him."

Franz Kafka, **The Castle**

"One of the most significant facts of our time is the predominance of the organization. Quite possibly it is the most significant. It will take time to realize its full effects on the thinking and behavior of individuals. In this conditioning process, few escape its influence."

George Nelson, **Problems of Design**

"It is characteristic of the age in which we live to think too much in terms of economics, to see things predominantly in their economic aspect; and this is especially true of the American people. There is no more important prerequisite to clear thinking in regards to economics itself than in recognition of its limited place among human interests at large."

Frank H. Knight, **The Economic Organization**

### Syllabus

MIDS 420A-100 & 101, Fall 2010  
T/Th 10:45 AM - 12:00 PM  
T/Th 1:00 PM - 2:15 PM  
Design Studio, PBL 06

Richard Buchanan & Fred Collopy

Case Western Reserve University  
Weatherhead School of Management

# Perspectives on Organizations

“Every practice rests on theory, even if the practitioners themselves are unaware of it. Entrepreneurship rests on a theory of economy and society. The theory sees change as normal and indeed as healthy. And it sees the major task of society—and especially in the economy—as doing something different rather than doing better what is already being done. This is basically what Say, two hundred years ago, meant when he coined the term *entrepreneur*. It was intended as a manifesto and as a declaration of dissent: the entrepreneur upsets and disorganizes. As Joseph Schumpeter formulated it, his task is ‘creative destruction.’”

Peter F. Drucker, **Innovation and Entrepreneurship**

“The creation of form is discovery of order, a unification of disparate objects. But it must also be conceded that the lunchbox possesses an implicit and strict hierarchy. Without such, it would hardly be capable of greater consequence. A highly sophisticated system is essential to contain and display to full effect such varied individual components. The refined ideology of a ruler or monarch imbues the graceful form of boiled or marinated foods when placed inside the lunchbox.”

Kenji Ekuan, **The Aesthetics of the Japanese Lunchbox**

“Everyone is familiar with the idea of division of labor ... and many economists have taken it as their point of departure in expounding the science of economics. ... But the expression ‘division’ of labor, does not tell us enough. The idea is rather division into different *kinds* of labor. A number of men hoeing in a field or nailing shingles on a roof exemplify ‘division’ of labor, but not organization. The problems of organization arise only when *different things are being done*, in furtherance of a *common end*, and in definite relations to each other, i.e., in *coordination*.”

Frank H. Knight, **The Economic Organization**

## Design in Management: Concepts & Methods of Practice

### Course Description

This is a field-based studio course whose purpose is to explore a new approach to managing organizations. The approach is grounded in the traditional skills of an MBA student but focuses on the concepts and methods of design as they may be applied to the management of organizations. Students move from the analytic perspective of traditional MBA programs toward a design perspective and synthetic, creative solutions to problems. The emphasis is on entrepreneurship: the invention of new ideas in any area of organizational life and the development of those ideas into successful innovations that benefit the organization and those served by the organization.

Projects provide students with a field setting in which they explore a wide range of issues in a managerial context. Working in teams of three to five, students focus on specific issues within a sponsoring organization. They identify opportunities for innovation and then design responses that have practical value to management and organizations. In the course of their work, students learn skills of research, observation, interpretation and invention. They also learn how to visualize and represent complex ideas, manage collaborative work, apply a variety of design concepts and methods to the improvement of products, services, processes and procedures, and make impactful and informative presentations. Projects may focus on any area of management and organizational life, ranging from governing ideas of vision and mission to strategy and planning, operations, business processes and the development of new products and services.

### Method & Plan of the Course

This is the first semester of a two-semester sequence. The first semester is divided into two parts, developed in parallel.

**Part I.** The first part of the course is practical, involving a series of **small projects** that develop specific design skills that are useful and important in management and of particular value in this approach to management. Following these projects, there is a **major design project** that integrates concepts and skills in a practical application to an existing organization or to a potential new enterprise. Typically, there will be a variety of options for the major project. In most cases, the project will involve a sponsor from a for-profit or not-for-profit organization, possibly including a governmental project. The major project is structured into phases, some of which will be completed in this first semester and some of which will be completed by the end of the second semester. Projects will involve creative work and presentations, with a "critiquing" activity as an essential part of review. When appropriate, sponsors may attend presentations and join in the critiquing process. Critiquing is an important aspect of the practice of design. Learning how to critique in a constructive manner is an important skill to acquire.

**Part II.** The second part of the course is reflective, adding depth and breadth to the project work and expanding the student's understanding of the context of design in theories of management and organizations. This part of the course will involve extensive readings and discussion. In addition to presenting different approaches to management and organizations, there will also be discussion of ethics, values, and human purposes in organizational life.

Goals of the Course	<p>There are three goals in this course.</p> <ol style="list-style-type: none"> <li>1. The first goal is to <b>prepare students</b> to practice management through the concepts and methods of design entrepreneurship, seeking creative solutions to issues facing organizations. This means studying the methods and techniques of inventing new ideas and developing them in innovations that benefit the organization and the people served by organizations.</li> <li>2. The second goal is to <b>explore emergent practices</b> of design and management that are directed toward positive organizational change. It is important to become familiar with new ways of management that are being practiced in organizations and consultancies.</li> <li>3. The third goal is to <b>broaden management and design theory</b> to include the new concepts and practices of design entrepreneurship and organizational change.</li> </ol>
Blackboard Site	<p>We will use a Blackboard site for the posting of assignments, readings, the syllabus, and other documents.</p>
Grading Criteria	<p>Grades will be based on three components.</p> <ul style="list-style-type: none"> <li>• First is the quality of participation in class discussions.</li> <li>• Second is the quality of participation in project work, including team interaction and the critiquing phase of project presentations.</li> <li>• Third is the quality of each project in addressing the problem on which the project is based.</li> </ul>
Academic Integrity	<p>The University, School, faculty, and students take the issue of academic integrity seriously. The following statement explains the expectations to which we hold.</p> <p>All students in this course are expected to adhere to university standards of academic integrity. Cheating, plagiarism, and other forms of academic dishonesty will not be tolerated. This includes, but is not limited to: consulting with another person during an exam, turning in written work that was prepared by someone other than you, and making minor modifications to the work of someone else and turning it in as your own. Ignorance will not be permitted as an excuse. If you are not sure whether something you plan to submit would be considered either cheating or plagiarism, it is your responsibility to ask for clarification. When your name appears on a group product for a class, you are responsible for the integrity of the work, even if you did not personally write the offending material.</p> <p>Information on citations and plagiarism can be found on the following web sites: <a href="http://library.case.edu/ksl/researchtools/citation/index.html">http://library.case.edu/ksl/researchtools/citation/index.html</a> &lt;<a href="http://library.case.edu/ksl/researchtools/citation/index.html">http://library.case.edu/ksl/researchtools/citation/index.html</a>&gt; and <a href="http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml">http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml</a> &lt;<a href="http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml">http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml</a>&gt;. The Weatherhead Academic Integrity policy can be found at <a href="http://intranet.weatherhead.case.edu/academics/policies/integrity.cfm">http://intranet.weatherhead.case.edu/academics/policies/integrity.cfm</a>.</p>

Readings

Readings will be assigned from time to time and distributed in class or placed on the class Blackboard site. In addition, there is a Selected Bibliography for further study during and after the course.

Suggested Readings

The following books are suggested for a beginning of your study of design in management. Life is long. Learn to read widely.

Caplan, Ralph. **By Design: What There Are No Locks on the Bathroom Doors in the Hotel Louis XIV and Other Object Lessons.**

Diller, Steve, Nathan Shedroff, & Darrel Rhea. **Making Meaning: How Successful Businesses Deliver Meaningful Customer Experiences.**

Drucker, Peter F. **Innovation and Entrepreneurship.**

Pine, B. Joseph & James H. Gilmore, **The Experience Economy: Work is Theater & Every Business a Stage.**

# Design in Management: Concepts & Methods of Practice

MIDS 420A-100 & 101 Fall 2010  
T/Th 10:45 AM - 12:00 PM  
T/Th 1:00 PM - 2:15 PM  
Design Studio, PBL o6

Richard Buchanan & Fred Collopy

- Tu Aug 24 1. Introduction: Design, Entrepreneurship & Organizational Change  
Assignment 1 Given: Cultural Probe
- Th Aug 26 2. *CULTURAL PROBE PROJECT*  
Assignment 1 Due: Cultural Probe  
Assignment 2 Given: Information Visualization (1): The Arsenal of Venice
- Tu Aug 31 3. Theory of the Organization  
Reading  
Claude S. George, "The Arsenal of Venice"
- Th Sept 2 4. *INFORMATION VISUALIZATION (1)*  
Assignment 2 Due: The Arsenal of Venice  
Assignment 3 Given: Information Visualization (2): The Village of 100 People
- Tu Sept 7 5. The Art of Management  
Reading  
Claude S. George, "Emerging Schools of Thought: A Classification of Managerial Concepts"
- Th Sept 9 6. *INFORMATION VISUALIZATION (2)*  
Assignment 3 Due: The Village of 100 People  
Assignment 4 Given: Task Analysis
- Tu Sept 14 7. Entrepreneurship  
Readings  
Peter Drucker, from **Innovation and Entrepreneurship**:  
"Systematic Entrepreneurship"  
"Principles of Innovation"  
"Entrepreneurial Management"  
"Changing Values and Characteristics"  
"Conclusion: The Entrepreneurial Society"

Th Sept 16	<p>8. <i>OVERVIEW OF THE MAJOR DESIGN PROJECT OF THE COURSE</i></p> <p>Overview of Design Process and Practice Personality Temperament, Keirsey Profiling, and the Formation of Teams</p> <p><u>Readings</u> “Keirsey Temperament Sorter &amp; Appendix of Types”</p> <p><b>BEGIN PHASE 1: CONTEXTUAL RESEARCH</b></p>
Tu Sept 21	9. Project Identification & Team Selection
Th Sept 23	<p>10. <i>TASK ANALYSIS</i></p> <p>Assignment 4 Due: Task Analysis</p> <p>Assignment 5 Given: Color &amp; Emotional Expression</p>
Tu Sept 28	<p>11. History of Design &amp; the Four Orders of Design</p> <p>Discussion of the “Service Blueprint”</p> <p><u>Readings</u> R. Buchanan, “Wicked Problems in Design Thinking” C. Vogel, “Notes on the Evolution of Design Thinking: A Work in Progress”</p> <p>Assignment 5 Due: Color &amp; Emotional Expression</p>
Th Sept 30	12. Design Inquiry: Determinate and Indeterminate Situations
Tu Oct 5	13. <i>DESIGN PROJECT: BACKGROUND STUDY OF ORGANIZATION: PRESENT PRELIMINARY WORK</i>
Th Oct 7	<p>14. Design Inquiry: “Issues” in Design Thinking</p> <p>Team Discussion of Issues</p>
Tu Oct 12	15. <i>DESIGN PROJECT: IDENTIFY ISSUES WITHIN THE ORGANIZATION</i>
Th Oct 14	16. Design Inquiry: Finding Problems in Design
Tu Oct 19	17. FALL BREAK--NO CLASS
Th Oct 21	18. Studio Work

- Tu Oct 26 19. Studio Work
- Th Oct 28 20. Studio Work
- Tu Nov 2 21. Studio Work
- Th Nov 4 22. *DESIGN PROJECT: PROBLEM IDENTIFICATION*
- Tu Nov 9 23. Studio Work
- Th Nov 11 24. *DESIGN PROJECT: PRESENTATION OF THE BRIEF*

**BEGIN PHASE 2: EXPLORE THE BRIEF**

- Tu Nov 16 25. Studio Work  
Assignment 6 Given: User Research: User Profile
- Th Nov 18 26. Studio Work
- Tu Nov 23 27. Discussion of Ethics in Design  
Reading  
Richard Buchanan, "Design Ethics," from **Encyclopedia of Science, Technology, and Ethics**  
Caroline Whitbeck, "Introduction to Ethical Concepts," from **Ethics in Engineering Research and Practice**
- Th Nov 25 28. THANKSGIVING--NO CLASS
- Tu Nov 30 29. What is the Purpose of an Organization? Profit & Value  
Readings  
Frank H. Knight, "Social Economic Organization and Its Four Primary Functions," from **The Economic Organization**  
Chester I. Barnard, "The Economy of Incentives," from **Functions of the Executive**
- Th Dec 2 30. *DESIGN PROJECT: EXPLORING THE BRIEF: PRESENTATION OF RESULTS: KEY ISSUES, GOAL, & POTENTIAL FEATURES*

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MIDS 420A-100 & 101 Spring 2011  
T/Th 10:45 AM - 12:00 PM  
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Design Studio, PBL o6

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## **BEGIN PHASE 3: CONCEPTION: INVENTION & JUDGMENT**

- |           |  |
|-----------|--|
| Tu Jan 11 | 1. Introduction to the Next Phase: Generate many solution concepts, converging on a primary concept for development based on innovation, quality, feasibility, and viability--sustainability within the organization |
| Th Jan 13 | 2. Review the Brief & Develop User Profiles  |
| Tu Jan 18 | 3. Studio Work   |
| Th Jan 20 | 4. Studio Work   |
| Tu Jan 25 | 5. Studio Work   |
| Th Jan 27 | 6. Studio Work   |
| Tu Feb 1  | 7. Studio Work   |
| Th Feb 3  | 8. Studio Work   |

## **BEGIN PHASE 4: REALIZATION: DEVELOPMENT & EVALUATION**

- |           |   |
|-----------|---|
| Tu Feb 8  | 9. Studio Work: Prototyping, development, user research, and evaluation |
| Th Feb 10 | 10. Studio Work   |
| Tu Feb 15 | 11. Studio Work   |
| Th Feb 17 | 12. Studio Work   |

- Tu Feb 22 13. Studio Work
- Th Feb 24 14. Studio Work
- Tu Mar 1 15. Studio Work
- Th Mar 3 16. Studio Work
- Tu Mar 8 17. SPRING BREAK—NO CLASS
- Th Mar 10 18. SPRING BREAK—NO CLASS
- Tu Mar 15 19. Complete the Development Phase

**BEGIN PHASE 5: DELIVERY**

- Th Mar 17 20. Prepare oral and written presentation, including appropriate display of prototypes or demonstrations
- Tu Mar 22 21. Develop and refine presentations
- Th Mar 24 22. Develop and refine presentations
- Tu Mar 29 23. Develop and refine presentations
- Th Mar 31 24. Complete the oral and written presentations
- Tu Apr 5 25. Develop presentation of the business case
- Th Apr 7 26. Refine the business narrative
- Tu Apr 12 27. Complete the business narrative

Th Apr 14	28. Dress rehearsal
Tu Apr 19	29. Dress rehearsal
Th Apr 21	30. Public presentation of projects

*NOTE THAT SOME PROJECTS WILL BE PRESENTED LATER TO MEET THE SCHEDULES OF SPONSORS*