**Executive / Professional MBA Program
Spring 2021-2022**

**MGMT 971 – Design thinking and storytelling in entrepreneurship**

**Instructor:** Berna Beyhan

**Office:** FMAN 1011

**Phone:** 0216-568 7060

**Fax:**

**E-mail:** berna.beyhan@sabanciuniv.edu

**Web:** SUCourse

**Office Hours:**

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| --- | --- | --- | --- |
| **Type** | **Time** | **Days** | **Where** |
| Classroom |  01:30-5:00 pm | Saturday | YBF G060 |

**Course Objective:**

This course aims at introducing students to new concepts and methods: design thinking and storytelling. Design thinking is relatively a new tool to cope with the challenges of introducing innovations for new ventures as well as incumbent firms. Design thinking promotes user-centered innovation, experimentation to cope with the uncertainties that firms face during the innovation process. Design thinking rests on some principles, such involvement of users to the innovation or product/service development and design process, problem framing, leveraging empathy with users, experimentation, and diversity. Design thinking offers a new method of problem solving, in contrast to traditional linear view of problem solving, it emphasizes the importance of experimenting, learning-by-doing, listening customers, iterations until finding a satisfying solutions to the problems.

Entrepreneurs or managers challenge with not only creating viable solutions to the problems and innovating effectively but also communicating their solutions/innovations to customers and other stakeholders. Narratives and stories always helped managers and entrepreneurs to communicate their vision, and how their innovations would shape the future. Although all these stories have improved the communication between firms and their customers, employees, investors or other stakeholders, the power of storytelling in business has been widely ignored. Today, with the rise of the social media and new communicational channels and tools, storytelling has become more and more critical talent / competence for firms and entrepreneurs.

This course focuses on these two issues and aims to provide students with
knowledge and skills on

* The design thinking process and its principles
* The mindset requirements of design thinking
* Problem framing, creativity and finding creative solutions
* Understanding customers, creating personas
* Prototyping, experimenting, learning-by-doing and learning-by-interacting
* Understanding the power of narratives and storytelling in business
* The art of storytelling: the elements and structure of stories
* Crafting your own stories and practicing to tell a good story

**Learning Outcomes:**After finished this course students are expected to be able to

* understand and explain the design thinking process
* understand the mindset requirements to effectively apply design thinking process
* to advocate and apply design thinking in a business context
* understand the importance of prototyping and experimenting and the facilitate and run these important processes in an entrepreneurial context
* understand how the stories that entrepreneurs tell work for them to acquire resources, credibility and legitimacy in the market
* analyze stories and identify the main elements of stories in business
* craft new stories or re-structure existing stories more effectively

**Course Material:**

Course reading pack will be provided to students. The course pack will include the following articles:

* “Design Thinking”, Tim Brown, Harvard Business Review, June 2008 (R0806E)
* “Why Design Thinking Works”, Jeanne Liedtka, Harvard Business Review, September-October, 2018 (R1805D)
* “Know your customers’ jobs-to-be-done”, C. Christensen, T. Hall, K. Dillon and D. Duncan, Harvard Business Review, September, 2016 (R1609D)
* “Design Thinking in Action”, J. Liedtka, A. King, K. Bennett, Rotman Management, Fall 2013 (ROT206)
* “Ten Tools for Design Thinking”, Darden Business Publishing, 2011 (UV5187)
* “The Right Way to Lead Design Thinking”, C. Bason, R. Austin, Harvard Business Review, March-April, 2019 (R1902F)
* “Empathy on the Edge”, K. Batterbee, J.F. Suri, G. Howard, Rotman Management, Winter, 2015 (ROT254)
* “Four truths of the Storyteller”, Peter Guber, Harvard Business Review, December, 2007 (R0712C)
* “Pitching a business idea to investors: How new venture founders use micro-level rhetoric to achieve narrative plausibility and resonance”, R. van Werven, O. Bouwmeester, J. P. Cornelissen, International Small Business Journal: Researching Entrepreneurship, 2019

**List of Cases**

|  |  |  |
| --- | --- | --- |
| **Case 1** | **Date:** |  |
| Case:Type: Subject:Teamwork?: Grading: | Hope and Grit: How human-centered product design enhanced student mental healthWritten caseUnderstanding customers and application of design thinkingYesYes |
| **Case 2** | **Date:** |  |
| Case:Type: Subject:Teamwork?:Grading: | New Venture Simulation: Food Truck ChallengeSimulationExperimentingYesYes |

**Optional Reading Material:**

* Design Thinking, Rachel Ivy Clarke, 2020 (Online book accessible over Sabancı University Library)
* Design Thinking, M.G. Luchs, S. Swan, A. Griffin, Wiley, 2015 (Online book accessible over Sabancı University Library)
* The Design Thinking Toolbox, M. Lewrick, P. link, L. Leifer, Wiley, 2020
* Storytelling in Design, A. Dahlström, O’reilly 2019 (Online book accessible over Sabancı University Library)

**Course Web:**

Lecture notes, questions for case study analyses, information about assignments and your grades will be available on SuCourse site. Lecture slides and recordings of online classes will be uploaded to SuCourse after each class. Detailed information on your assignments will also be announced on SuCourse. Students are required to upload their homework using SuCourse in the requested file format depending on the content.

Students should frequently check the website at SUCourse. The Announcements component of SUCourse will be actively used for sharing announcements. The following components of SUCourse will also be actively used: Assignments, evaluation and Turnitin. Sabancı University uses a powerful web-based tool called Turnitin. Turnitin is the worldwide standard in online plagiarism prevention. It allows instructors to compare student papers against a database composed of millions of articles. Every paper you submit will be scanned by Turnitin, and results will be reflected in your grades.

**Instructional Design:**

The course will be taught with an interactive approach using a

variety of tools and methods. We will have

* Case discussions
* Guest speakers
* In-class exercises
* In-class student presentations
* Team project

**Grading**:

|  |  |
| --- | --- |
| Attendance  | : 10% |
| Participation to in-class activities / exercises and discussions | : 30% |
| Case analysis assignment | : 20 %  |
| Simulation group work & assignment | : 20 % |
| Ideation & storytelling assignment (presentation) | : 20%  |
|  |  |

Peer Evaluation in Teamwork

Students will be asked to provide an evaluation of the members of their team in Team Project. Each student will divide 100 points between the members of her team, including herself. This division should reflect that person’s judgment of the contribution of the members of her team. The scores should not be merely functions of time spent by each member, but they should be measures of the "contribution;" their relative contribution to the idea generation, research, analysis, writing, oral presentation, report writing, etc. If the team was highly functional, and each member did what they committed themselves to, then the student can assign the same mark to each member of the team. If, on the other hand, some members of the team did not fulfill their commitments and did not contribute as much as the others, then points can be distributed unevenly.

The points submitted by all members of the team will be aggregated by the instructor. Every student will be given his/her aggregate peer evaluation, without disclosing the individual peer evaluations to the students. In case there is no consensus among the team, for example, if three students divide the marks evenly and the fourth one divides them unevenly, then the instructor will use his/her judgment to assign peer evaluation marks--possibly after meeting with the members of the team. In cases where there are conflicting marks, it is most likely that the instructor will meet with the team members and provide a mark based on an interview. For example, in a group of four, if Students A and B believe they did most of the work, and Students C and D believe otherwise, the team may be called in for an interview in order to be fair to everyone. Past experience indicates that in most groups points will be distributed evenly. There will be a few groups where peer evaluations will play a role in the marks. The primary goal of this exercise is to avoid giving undeserved credit to individuals who did not help their teams. However, it is possible to have upwards adjustments of marks in case of students who have done more than what the group expected of them.

The peer evaluation will have a direct impact on your Team Project. To give a simple example, if the group mark is 25 out of 30, and if your peer evaluation indicates that your contribution was less than what was expected, then your Team Project mark will be less than 25 out of 30. There are no simple rules for adjustment.

**Requirements:**

**Individual assessment:**

**Attendance & Class participation:**

Class participation includes class attendance and being involved in classroom discussions, exercises and group works. The subject will be conducted for the most part as a discussion seminar with group work. Also we will apply and use various tools of design thinking. Your contribution is important for discussions, since what you learn will depend upon what you put into the course (your own knowledge, experience, insights, and participation). That is why participants are expected to be thoroughly prepared and participate actively in-group discussions and to help others learn.

**Case analysis group work & assignment (20%, 500-1200 words, 12pt., double spaced)**

Harvard Business Publishing case “Hope and Grit: How human centered Product Design enhance student mental health” will be discussed by students in the classroom. Group discussions will also be held. After the in-class discussions, students will be required to write a reflection paper on the case. Students will discuss the addressed questions and issues related to the case in the classroom. They are requested to prepare an individual reflection paperon their main takeaways from the case, what they have picked as important, what they have learned from the case, what they did find important and critical in the case.

**Simulation & Simulation paper (20%, 750-1500 words, 12 pt., double spaced)**

It is a single-player and multi-player simulation. Students are given a short brief about the simulation. They will run the simulation in their own computer. All technical details will be provided before the session. The instructor will be able to track the decisions of each student separately and will get the report for each student. Students are expected to complete this activity and also prepare a short report that should include the logic of their decisions, how successful they are and what they would change to be more successful.

**Ideation and storytelling assignments (20%, presentation)**

It is a small-group work. Team members (2-3 students) will work together to accomplish the project. Students are required to find and develop a business idea. Students are expected to apply the methods and tools of design thinking and creativity that we discussed in the classroom to find a creative idea. The potential of the idea should also be briefly discussed. Second, students are expected to choose appropriate narration and storytelling techniques to make their idea more attractive to stakeholders. Finally, teams are expected to present the stories to classroom and invited audience.

**Academic Honesty:**

Learning is enhanced through cooperation and as such you are encouraged to work in groups, ask for and give help freely in all appropriate settings. At the same time, as a matter of personal integrity, you should only represent your own work as yours. Any work that is submitted to be evaluated in this class should be an original piece of writing, presenting your ideas in your own words. Everything you borrow from books, articles, or web sites (including those in the syllabus) should be properly cited. Although you are encouraged to discuss your ideas with others (including your friends in the class), it is important that you do not share your writing (slides, MS Excel files, reports, etc.) with anyone. Using ideas, text and other intellectual property developed by someone else while claiming it is your original work is *plagiarism*. Copying from others or providing answers or information, written or oral, to others is *cheating*. Unauthorized help from another person or having someone else write one’s paper or assignment is *collusion*. Cheating, plagiarism and collusion are serious offenses that could result in an F grade and disciplinary action. Please pay utmost attention to avoid such accusations.

**Classroom policies and conduct**

Sabancı Professionals MBA Program values participatory learning. Establishing the necessary social order for a participatory learning environment requires that we all:

* Come prepared to make helpful comments and ask questions that facilitate your own understanding and that of your classmates. This requires that you complete the assigned readings for each session before class starts.
* Listen to the person who has the floor.
* Come to class on time.

**Course Schedule:**

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| **Week 1** | **Date:**  | **July 30, 2022** |
| Topic: | Introduction to design thinking: the process and principles. The mindset necessary to use design thinking method.How design thinking is linked to innovation and entrepreneurship theories and research  |
| Requirements: | In-class activity for creativity: 30-circles In-class activity: the case of sign-language gloves |
| **Week 2** | **Date:** | **August 6, 2022** |
| Topic: | Understanding and framing the problem, leveraging empathy with customers, observing customers Design thinking tools: problem statement, interview for empathy, Jobs-to-be-done, Extreme users/Lead users, Emotional response cards, Empathy map, Persona/User profile |
| Requirements: | In-class activities with tools. The outcome will be: Problem statement & PersonasCase study: Hope and Grit: How human centered product design enhanced student mental health |
| **Week 3** | **Date:** | **August 13, 2022** |
| Topic: | Analysis of the collected data & Ideation stageDesign thinking tools: Customer journey map, Trend analysis, Storytelling, Storyboards, Define Success CriteriaDesign thinking tools: Brainstorming, thinking outside the box, SCAMPER, 6 thinking hats, Blue Ocean Tool & questions,  |
| Requirements: | In-class activities with tools. The outcome will be: Finding various solutions, both quantity and quality of ideas are important |
| **Week 4** | **Date:** | **August 20, 2022** |
| Topic: | Building prototypes and testing. Experimenting, understanding the cycle of create-build-learn. How outcomes of experiments can be used to improve the innovation process. |
| Requirements: | In-class activities to build a prototype, collecting feedback using prototypes, Business Model Canvas. Simulation: New venture simulation: The Food Truck  |
| **Week 5** | **Date:** | **August 27, 2022** |
| Topic: | Organizational conditions for design thinking and boosting creativity. How to bring design thinking to organizations? The power of storytelling: How the stories bring new resources to firms. How managers and leaders use stories to create meaning within the organizations and to communicate with external stakeholders |
| **Week 6** | **Date:** | **September 3, 2022** |
| Topic: | How stories work within organizations and outside the organizationsGuest Speaker… |
| Requirements: | Presentation of group projects |