

University of Waterloo Stratford Campus

G.B.D.A.402 – Cross-cultural digital Business 2 Winter 2018, DMS3024

Section 001 - Tuesday, Wednesday, Thursday, Friday 9:00 – 11:50
Section 002 – Tuesday, Wednesday, Thursday, Friday 13:00 – 15:50

Instructors:

- A) Professor Karin Schmidlin DMS3012
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- B) Professor Sebastian Siebel-Achenbach HH135 + DMS2128
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- C) Professor Jane Tingley DMS2116 and ECH1110
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Project Partners:

- Cycle 1: Telus

- Cycle 2: Wellington-Dufferin-Guelph Public Health; or
U.N.I.C.E.F. – Mongolia; or
School of Public Health and Health Systems.

Course Description:

This is the capstone course of the G.B.D.A. programme. As such, it is designed to bring together all the knowledge, skills, and experiences that have been learned by students since they started the programme. This will include, among other things, conceptualising a project and rationalising the iterative nature of its development, designing prototypes, testing with end-users, assessing the business dimension with a business plan, and presenting the final version to the community partner or business who commissioned the project. This course is designed to test the student's total knowledge by replicating as much as possible what can be anticipated when they enter the workforce upon graduation. Not only will the extent of student knowledge be tested, so too will its integration as the projects will demand that the full scope of what has been learned be applied. And all this is to be completed in a condensed time frame with limited resources, mimicking an agile project management approach used in current business with frequent 'pivots' and 'sprints'.

The term is divided into two segments, separated by the mid-winter 'Reading Break':

1. The first cycle revolves around meeting the needs of a for-profit business, in this case Telus. This will revolve around increasing accessibility in its retail outlets of the company's products for persons with disabilities so as to enhance the potential for sales and customer satisfaction. The focus in this assignment will be on the commercialisation potential.
2. The second cycle will have three options of a not-for-profit orientation.

The first involves creating systems that will allow greater accessibility of public health information collected by Wellington-Dufferin-Guelph Public Health. By streamlining the 'Check before you choose' campaign, it is hoped that a more informed public and restaurateurs will reduce the overall risk in the two counties.

The second comes from U.N.I.C.E.F. and their Mongolian branch. Air pollution in the capital, Ulan Bator, is a serious health risk, especially for the young. What measures or programmes can be introduced to mitigate the risk?

The third option is underwritten by the School of Public Health and Health Systems at UW. It would like a campaign to be devised that will create more awareness of the range of career options available in the public health field so that more candidates recognise the possibilities of studying and professions within this area.

Objectives – Learning Outcomes:

Upon completion of this course, graduates should be able to:

- A. Conceive designs that:
 - a. Address specific client needs;
 - b. Are supported by user and credible market research;
 - c. Can be articulated in writing and oral presentation as to the meaning, values, and social implications.
- B. Prototype effectively by:
 - a. Adapting to variable platforms (high- and low-tech);
 - b. Adapting to variable user demands (including variable abilities);
 - c. Creating prototypes that effectively address design needs and communicate the students' ideas effectively;
- C. Research, test, and iterate on designs effectively by:
 - a. Conducting relevant user research and testing;
 - b. Seeking and actively listening to client feedback;
 - c. Pivoting on and integrating feedback in meaningful prototype revisions;
 - d. Rapidly responding to critique in a professional manner;
- D. Understand the requirements and expectations of business by:
 - a. Having the needs of clients uppermost;
 - b. Devising strategies to seek out and retain the most customers in a market;
 - c. Create a business plan that will meet the needs and persuade clients;
 - d. Realising the centrality of in-depth market research and relevant planning;
 - e. Accurately assessing resource needs;

- f. Communicating a polished oral pitch to prospective clients, supplemented by visual media;
 - g. Understanding the difficulties likely to be anticipated by implementing a business plan and adapting to circumstances;
 - h. Having the discipline of meeting deadlines.
- E. Appreciate the dynamics of groups/teams through:
- a. Facilitating positive and productive team communication;
 - b. Getting group members to participate in discussions and decisions;
 - c. Coordinating efforts of members to achieve productivity;
 - d. Evaluating own performance and set definable goals for improvement to meet the project goals;
 - e. Assessing team members to provide actionable and constructive feedback for improvement;
- F. Communicate Effectively:
- a. Effectively communicate design ideas in oral presentations;
 - b. Demonstrate your ability to articulately and clearly express complex ideas in a written format;
 - c. Produce high quality and grammatically correct writing assignments.

Organisation:

This course is the equivalent of four university-level courses. To meet university guidelines, 12 contact hours per week have been assigned, translating into three hours over four consecutive days. Class will meet Tuesday - Friday.

In the three daily hours, instructors have segmented these into sections with breaks in-between. Instruction will take several forms, from formal lectures to one-on-one sessions. The Accelerator Centre will be brought into each cycle twice, once for initial feedback, and once for assessment of your final presentation. There will be a number of guest lectures to provide depth and differing perspectives. Given the nature of the two core assignments your professors will concentrate on the following core areas:

1. Professor Tingley's instruction will focus on team empathy building exercises, team work, ideation, design development, and prototyping;
2. Professor Schmidlin's instruction will be focused on UX design, which includes user research, prototype development, testing, evaluation, and iteration;
3. Professor Siebel-Achenbach will focus on the business dimension, about what the client is likely to want and how this can be met.

All three instructors will be involved in providing critical feedback to all teams to ensure that they are aware of some deficiencies that can still be ameliorated. This will be more team-focused to ensure that all teams can meet expectations and be on time.

Division of Marks:	Cycle 1	Cycle 2	Total
Individual Marks - 40%			
1. Creative Brief	20%	20%	= 40%
Group Marks - 60%			
1. Presentation #1- Research:	5%	5%	= 10%

2. Presentation #2 - Prototyping/UX:	5%	5%	=	10%
3. Presentation#3 - Business Pitch:	10%	10%	=	20%
4. Business Plan	10%	10%	=	20%

This course grades on a numerical basis; no alpha marking will be used. Each assignment will be assessed on the basis of its overall value, therefore a number out of 10 will be given. Only whole, half, or quarter marks will be employed, for instance 7.25 / 10. All marks will be added up to give a final mark of 50 for each project cycle.

Assessment Criteria:

A) Creative Brief –

The Creative Brief makes up the entirety of your individual mark. The Creative Brief uses all of the work your team has gathered, but it is an individual assignment. It must therefore be in your own voice. All research is shared, however the goal with the Creative Brief is to clearly and articulately express your design journey and research. The Creative brief is a written statement 1500 words in total (no longer). Students will create a document that is broken down into three evenly divided sections of 500 words each:

1. Design Journey = Students should outline the design problem as s/he understands it, the design solution, and how the team resolved the problem through prototyping;
2. User Research = Students should outline their understanding of the user. This section should also outline how the users were researched, and what was learned from this research as well as how this research was tested;
3. Market Research = Students should outline their understanding of the market. This section should also outline how the market was researched, and what was learned and modified as a result of this research.

This assignment is not to be used to outline your individual accomplishments, this is an objective document outlining the design process and research. This assignment should be used to demonstrate your ability to write articulately; to precisely and clearly tell the design journey; and to evaluate and extract the most important information you gathered as a team. The Creative Brief is a writing exercise, and the expectation is that the writing be of high quality, grammatically correct, and clear. The goal is to effectively summarize the key outcomes of the cycle and to demonstrate your ability to summarize effectively.

B) Presentations:

There are three team presentations made in each cycle. Each presentation will be of ten minutes length maximum. The team schedule will be done on a random basis.

Presentation #1 - Ideation: This presentation should outline everything the team has accomplished in the first two week 'design sprint' of the cycle. This should include defining the problem, possible solutions, and research. It is understood that students will not have a clear understanding of what they are doing at this point, but students are expected to express - to the best of their ability - how the team came to adopt a particular solution to the problem provided by the client. The focus is on explaining the parameters and options available to the team and how a particular solution was adopted.

Presentation #2 - Prototyping and UX: This presentation should outline everything the team has accomplished in the second two week 'design sprint' of the cycle. In this presentation the students should focus on the team's prototypes, user research and testing process, as well explain what meaningful changes will be implemented as a result of testing and research. The focus of this 10-minute presentation should be on: explaining the team's design journey, what sort of tests were executed, what sort of research was completed, what were the key takeaways, and how the design will change as a result. The invited guests for this presentation will be members of the Accelerator Centre who will provide critical feedback.

Presentation #3 - Business and Pitch: This presentation should outline everything the team has accomplished in the third and final two week 'design sprint' of the cycle. This presentation will be a pitch presentation, where the commercial applicability of the product will be outlined. This is to be done to the client organisation hoping that this client will find the product to its satisfaction. The emphasis is to be about the business dynamics the proposition makes, that is how the commercial interests of the client are to be enhanced. The more persuasive the pitch, the more credible the proposition commercially, the higher the assessment. The pitch will be ten minutes length and outline the product, its advantages, how it is to be successfully implemented, and the cost projections. The focus of the pitch will be to the project client as well as to the instructors.

C) Business Plan -

At the end of each cycle a business plan will be submitted. The business plan is a detailed document outlining the product, its market '*niche*', its cost and development, and its anticipated success for a client. Given the nature of both projects, students will provide a 'dehydrated' business plan, which is an abbreviated business plan that outlines the essentials of the proposition. The contents will vary slightly depending on the project, but the objective will be the same: to convince a client of the merits of what the team has recommended. Students will receive instructions regarding this component during each cycle.

All team members are expected to participate equally in these assignments. Extenuating circumstances, like a medical or personal emergency, will be considered on a case-by-case basis by the instructors; the instructors reserve the right to decide on the availability of an alternative even with credible documentation.

Assessment Format:

All submissions need to be in hardcopy as well as in digital form by the due date. All written submissions must be typed with a font size of at least 11 point. Submissions must be made on standard letter-sized white paper, single- or double-sided. Preference is for a simple staple on the upper left corner rather than in folders or protective sheaths. Submission can be deposited electronically in the appropriate dropbox on the Learn site (usually in .pdf or .doc format unless indicated otherwise).

Assessment criteria: Rubrics will be provided for each assignment. In general, assignments will consider the following points:

A) Content – Have the core issues of the assignment been addressed? Have they been addressed in a logical fashion? Is there sufficient evidence or support to those points to make them potentially persuasive?

B) Academic Standards – Have external sources been employed and integrated with consistent referencing? If outside surveys were employed, did they conform to ethical norms and objective standards and interpreted impartially?

C) Professionalism – Was creativity exhibited in the assignments and, if so, how well was it expressed relative to its intent? Were communication skills of a suitable level informative as well as influential? Were the final submissions physically pleasing and indicative of effort shown?

The instructors reserve full authority to assign a group mark for each team assignment. If an individual team member has not carried a proportional workload or has not made themselves available for team work, or submitted work of an inferior quality such that other team members felt compelled to substantively re-do the work, instructors reserve the right to assign a grade that is proportionate to that individual's contribution to the team. Contributing your fair share to the team assignments will yield benefits beyond a better individual grade as fully functioning teams are much more likely to submit better work and be rewarded accordingly.

Deadlines:	Cycle 1 (001/002)	Cycle 2 (001/002)
i. Creative Brief	February 6th	March 27th
ii. Presentation: Research	January 16th	March 6th
Prototype	January 30th	March 20th
Pitch	February 13th	April 3rd
iii. Business Plan	February 16th	April 4th

All assignments are due by 8 a.m. on the due date with the exception of the final business plan which is due by 4 p.m. on the final day of the semester. The presentations will be given during class time. The presentations should be prepared ahead of time, and all students **MUST** be present in class for your colleagues' presentations.

Deadlines have been set to allow the instructors sufficient time to properly assess before returning the assignment to students before the next deadline. The penalty for overdue assignments is **ten percent** for the first day and **five percent** for each successive day thereafter. Written submissions should be handed to the appropriate instructor personally. In a pinch, placing them under the instructor's office door can work but there is a chance of its not being received.

Should there be problems in adhering to a deadline, communication with the instructors well beforehand would be in your interest. Do not expect to be given an automatic extension.

Recommended Reading:

Readings will be introduced as necessary.

Contacting Instructors:

SLACK: All teams will use SLACK for TEAM communication as well as contacting the profs. If the prof does not respond to the SLACK DM, please try e-mail next.

E-Mail: Please use e-mails for administrative matters. Please refrain from writing e-mails longer than a paragraph or two. Be aware that instructors may take a day or two to respond owing to their schedules, especially over weekends. Please put GBDA402 followed by a succinct phrase in the subject line to help instructors filter. If there is an urgent matter, please discuss the issue before or after a class. All e-mails communication from students to instructors and administrative staff must originate from the student's own UW e-mail account. This confirms the identity of the student and thus confidentiality. If from another account, instructors reserve the right to not respond at their discretion.

Class Time: Time can be set aside during the sessions for individual consultation. Should that be inconvenient, please contact one of the instructors to arrange a mutually agreeable time.

Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009:

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity Webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity Office Webpage \(http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility\)](http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility) for more information.

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4 \(https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70\)](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70).

When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline

A student is expected to know what constitutes academic integrity to avoid committing academic offenses and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the undergraduate associate dean. For information on categories of offenses and types of penalties, students should refer to [Policy 71, Student Discipline \(http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm\)](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties check [Guidelines for the Assessment of Penalties \(http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm\)](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm).

Appeals

A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm) (<http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>).

Note for Students with Disabilities:

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

Information on Plagiarism Detection:

Students and faculty at the University of Waterloo share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterised by honesty, fairness, and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

The instructors reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by software (e.g., Turnitin.com or Grammarly). Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructors may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student

Attendance and Electronic Device Policy:

Students ultimately make a decision as to whether to attend classes. However, failure to attend regularly will compromise your ability to contribute to your team. Treat this as you would when you enter professional life: be punctual, demonstrate commitment and loyalty, bring energy, work with others, complete tasks fulsomely, submit in a timely fashion and you will be rewarded. Obtaining lecture notes from a friend is no substitute for actually participated and contributing.

Cell phones must be turned off during class time. Only those digital devices that assist you comprehend and retain the points being made should be used. Any device that allows you to be more productive in class or allows you to participate more is encouraged. Disruptive activities, like gaming, watching your favourite 'cat video' or whatever, cannot be tolerated.

Should the activity become disruptive, you will be asked to shutdown the device. Failure to follow an instructor's demand on this is a disciplinary offence.

Weather guidelines for the University of Waterloo:

<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/guidelines/weather-closing-guidelines>

Weather statements are posted at: <https://uwaterloo.ca/news/weather-statement>

You can find out if the University is closed by doing any of the following (after 6:30 a.m. day of):

- check the [University of Waterloo homepage](https://uwaterloo.ca/) for a closure notice <https://uwaterloo.ca/>;
- call the University 519-888-4567 and a recorded message will tell you if the University is closed.

Travel to the Stratford Campus for students who reside outside of the Stratford area is not expected when the highways to Stratford are closed. Please use your own comfort level and judgement when travelling during this time. There are options to take the bus from the main campus Tuesdays at 8 a.m. and Fridays at 8 a.m. with other students commuting from the main campus for the day.

Mental Health Support:

On Stratford Campus

- The mental health professional at the Stratford Campus is David Logan. He is available Tuesdays from 8:30 am - 4:30 pm in room 1009. To make an appointment, please call the Counselling Services front desk (519-888-4567 x 32655) and tell the receptionist you'd like to make an appointment in Stratford;
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services;
- Health Services Emergency service: located across the street from the Student Life Centre.

Off campus, 24/7

- Stratford General Hospital at 46 General Hospital Drive, Stratford, 519-271-2120. www.hpha.ca/. Emergency room is open 24 hours a day;
- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454;
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880;
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247;
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213.

Full details can be found online at the Faculty of ARTS [website](#):

Download [UWaterloo and regional mental health resources \(PDF\)](#).

Download the [WatSafe app](#) to your phone to quickly access mental health support information.

Helpful Links:

- CARFAC (Canadian Artists Representation / Le front des artistes canadiens) ([CARFAC website](#));
- Wikimedia Commons and Flickr have databases of digital files that are available for use. You need to check the conditions of use as they vary: (Wikimedia Commons website; [Flickr Commons link](#));
- The Copyright Act in Canada was recently amended to reflect the current digital landscape. To find out more about the "Copyright Modernization Act", check out: ([Canadian Copyright Act link](#));

- The following is a conversation that occurred on the US-based site, Copyright Advisory Network. It answers some of the basics related to US Copyright, images and fair use: (<http://librarycopyright.net/forum/view/1456>);
- The following document defines works in the public domain for United States as of January 1, 2013: (<http://copyright.cornell.edu/resources/docs/copyrightterm.pdf>).

A note on copyright free and Creative Commons:

Resources are available in the public domain that are identified as copyright free or that fall under licenses from Creative Commons. Public domain is a term used for works that are not protected by copyright law. If an image is in the public domain then you are allowed to use it — to copy it, to manipulate it and to distribute it. Works identified as Creative Commons allow varying degrees of use. In this case, the authors decide how you can use their images.

Course Outline:

Week	Date	Topic	Due	Prof
Cycle 1: Telus				
1	Jan 3- W	Introduction and Syllabus - Intro Design Cycle 1		S,J,K
	Jan 4- Th	Introduction to Teams & Empathy Exercise; Creative Brief		J
	Jan 5- F	Secondary Research		K
2	Jan 9- T	Contemporary Marketing		S
	Jan 10- W	Consumer Targeting		S
	Jan 11- Th	Toolkits and Ideation		J
	Jan 12- F	User Research and preparation for Presentation 1		K
3	Jan 16- T	Presentation #1 – Ideation	Jan 16th	S,J,K
	Jan 17- W	Marketing: the Product and Distribution Channels		S
	Jan 18- Th	Prototyping		J
	Jan 19- W	Prototyping		J
4	Jan 23- T	Room-to-room Feedback with all professors		S,J,K
	Jan 24- W	Costing and Promotion		S
	Jan 25- Th	User Testing		K
	Jan 26- F	User Testing		K
5	Jan 30- T	Presentations #2 – UX with the AC	Jan 30th	S,J,K - AC
	Jan 31- W	Income and Cash Flow		S
	Feb 1- Th	Instruction - Creative Brief and Feedback		J
	Feb 2- F	Feedback analysis		K
6	Feb 6- T	Creative Briefs Due by 8 a.m.	Feb 6th	
	Feb 6- T	Room-to-room Feedback with all professors		S,J,K
	Feb 7- W	Investor Analysis I		S
	Feb 8- Th	Storytelling: How to refine your ideas		J
	Feb 9- F	Room-to-Room feedback		K
7	Feb 13- T	Presentation #3 – Business Pitch with the AC and client	Feb 13th	S,J,K - AC
	Feb 14- W	Workshop - Dehydrated Business Plan		S

Cycle 2: Wellington-Dufferin-Guelph Public Health; U.N.I.C.E.F. – Mongolia; School of Public Health and Health Systems				
	Feb 15- Th	Postmortem Cycle 1; Intro Design Cycle 2; Get new teams		J
	Feb 16- F	Deep Dive into Cycle 1 and Secondary Research		K
	Feb 16- F	Dehydrated Business Plan Due by 8 a.m.	Feb 16th	
READING WEEK - Feb 19-23				
8	Feb 27- T	Cycle 2 Business: Investor Analysis II		S
	Feb 28- W	Pricing		S
	Mar 1- Th	Toolkits and Ideation		J
	Mar 2- F	User Research		K
9	Mar 6- T	Presentation #1 – Ideation	Mar 6th	S,J,K
	Mar 7- W	Business Plan and Centrality of Numbers		S
	Mar 8- Th	Prototyping		J
	Mar 9- F	Prototyping		J
10	Mar 13- T	Room-to-room Feedback with all professors		S,J,K
	Mar 14- W	Financial Analysis and Interpersonal Skills		S
	Mar 15- Th	User Testing		K
	Mar 16- F	User Testing		K
11	Mar 20- T	Presentations #2 – UX with the AC	Mar 20th	S,J,K - AC
	Mar 21- W	Power of the Word		S
	Mar 22- Th	Instruction - Creative Brief and Feedback		J
	Mar 23- F	Feedback analysis		K
12	Mar 27- T	Creative Briefs Due by 8 a.m.	Mar 27th	
	Mar 27- T	Room-to-room Feedback with all professors		S,J,K
	Mar 28- W	Personal Skills		S
	Mar 29- Th	Work Period - FINAL FEEDBACK		J
	Mar 30- F	NO CLASS - GOOD FRIDAY		
13	Ap 3- T	Presentation #3 – Business Pitch with the AC and client	April 3 rd	S,J,K - AC
	Ap 4 - W	FINAL CLASS – Business Plan workshop		S
	Ap 4 - W	Dehydrated Business Plan Due by 4 p.m.	April 4 th	